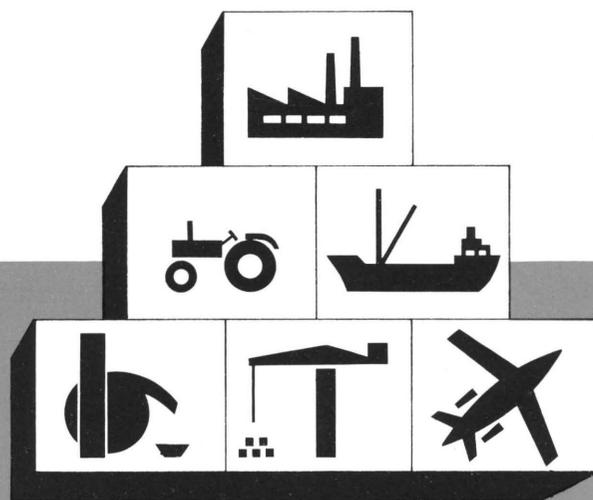


Vocational training

information
bulletin



SUPPLEMENT BELGIUM

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This Report was drawn up by C.L. TOMAS, Inspector-Coordinator of the psycho-medico-social Centres based on documents supplied by ministries, vocational organizations, employer organizations, ONEM, CAL, etc.

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**Vocational training
in Belgium**



1. Preamble

Before tackling the problem of advanced vocational training, the basic education system must first be analysed.

Vocational training is given mainly in educational establishments, but other bodies also provide it for young people who have left school early, for unemployed adults and for workers in a particular economic sector.

In order to be absolutely objective, these various bodies must be reviewed.

2. The national education system¹

2.1. The institutional bases

2.1.1. Article 17 of the Belgian Constitution stipulates: 'Education is free; any preventive measure is forbidden; the punishment of misdemeanours is regulated only by law. Public education provided at the expense of the State is also regulated by law'.

In Belgium there are therefore various organizing authorities. Hence, education is organized by the State, by the provinces, the boroughs, the free institutions. Among the latter, Catholic education is by far the most extensive. The State bears the full cost of its own schools. The other official and independent organizing authorities may be subsidized under conditions laid down by the legal provisions.

2.1.2. 'Article 3-C: Belgium comprises three cultural communities: French, Dutch and German'. As regards education, the Constitution gives various powers to the Cultural Councils:

'Education, excluding all matters appertaining to the Schools Covenant, compulsory education, teaching structures, diplomas, subsidies, salaries and the standards governing the student population'.

'Article 59-B, Section 3 — Moreover, the Cultural Councils, each in its own sphere shall determine by decree, to the exclusion of the legislator, the use of languages for ...

The education provided in establishments which are set up, subsidized or recognized by the public authorities'.

'Each committee has the following specific tasks in the Brussels urban area:

1. to frame and implement a programme covering the cultural, educational, pre- and post-school infrastructure;
2. To set up the necessary institutions, assume the management of them, and to grant subsidies under the conditions laid down by the law of 29 May 1959 modifying the legislation pertaining to kindergarten,

primary, intermediate, normal, technical and artistic education;

3. to submit recommendations to Parliament, the Cultural Councils, the Government, the provincial authorities, the urban area and the boroughs forming the urban area, and to give those authorities the benefit of its considered opinion, either on the initiative of the committee itself or at the request of the said authorities;
4. to take the initiative in cultural matters and to promote such initiatives;
5. to accomplish any other tasks that might be laid on it by the Legislative power, by a Cultural Council, or by the Government'.

2.2. The general educational structure

2.2.1. Structures

Full-time education is organized according to:

1. psychosociology, i.e., individual aspirations within a given social context;
2. age;
3. types of training.

The psychosociological basis

Since 1969 there has been a fundamental distinction, and from the psychosociological angle education is developing in two parallel systems:

1. a reformed education system;
2. a traditional education system.

This dual system applies particularly to pre-school, primary and secondary education.

Age

Education is organized according to age, i.e., the education normally envisaged for individuals:

- (a) in certain well-defined age groups;
- (b) in an ordinary education situation, i.e., neither ahead of nor behind the norm;
- (c) who want to learn as much as possible.

For example, the concept of secondary education which covers six years, for young people between 12 and 18, also applies to pupils:

- (a) entering it before they are 12;
- (b) who are still in it after the age of 18;
- (c) who leave at age 15 without having completed their studies.

The levels

The structure in levels creates a distinction between:

1. pre-school education for three years for pupils from age 3 to 6;

¹ Based on the report given at the 35th International Conference on Public Instruction: 'The educational movement in Belgium. Principal trends 1973-1975'. (Brussels. Directorate-General for the Organization of Studies, 1975).

2. primary education for six years for pupils from age 6 to 12;
3. secondary education for six years for pupils from age 12 to 18;
4. higher education, from two to nine years for students over 18.

2.2.2. The cycles

The structure in levels is supplemented by a structure in cycles from primary education onwards.

Primary education has three cycles of two years each: from age six to eight; eight to ten; ten to twelve.

Traditional secondary education has two cycles of three years each;

junior secondary education, from age 12 to 15;

senior secondary education, from age 15 to 18.

This *division into cycles* is designed for administrative needs, to determine clearly a level of education, in particular with regard to employment possibilities. It will be reviewed when the reformed education system (divided into stages) is introduced generally and preference will be given to an extended period of education.

Higher education has four cycles:

- (a) the *first*, lasting a minimum of two years, called the short cycle or preparatory cycle, depending on whether it involves higher education or university education;
- (b) the *second*, called the long cycle or bachelor's degree as the case may be;
- (c) the *third*, which is solely in the form of post-graduate education, special bachelor's degree or doctorate in university education;
- (d) the *fourth*, consisting in qualification for teaching in higher education.

2.3. Organization of education

2.3.1. Compulsory education extends in practice from the age of six to fourteen (fifteen in the main urban areas when the young person is unemployed).

2.3.2. From the age of 12 there is:

- (a) long secondary education extending over six years;
- (b) short secondary education, for students who wish to terminate their studies after the fourth year.

These two forms of education may be technical in character. The former is mostly of a general nature, while the latter is mostly vocational.

2.3.3. Secondary education is followed by forms of

- (a) short higher education aimed at entry into working life and limited to one cycle lasting a minimum of two years (three or four for certain specialist subjects);

- (b) long higher education, comprising two cycles each lasting a minimum of two years.

2.3.4. No less than nine *basic types* of education are organized at the higher and secondary levels (in the latter in the form of options or sections when a full education is not arranged). They cover the following sectors: general, technical, artistic, vocational (secondary only), economics, agriculture, paramedical, social and pedagogical subjects.

2.3.5. The *specialization* is determined by diversified structures such as: section, option, school, institute, faculty, group, centre.

2.4. Secondary education

There are two kinds of secondary education existing side by side: reformed education and traditional education.

The main feature of the former is greater flexibility in differentiating between options and sections.

The latter has a fairly rigid structure.

2.4.1. Reformed secondary education

(Type I)

The structures reflect the trend towards combining and de-compartmentalizing secondary education.

The secondary education is structured in three stages, each lasting as a rule two years.

This *division into stages* is designed to meet psychopedagogical requirements, amongst others, to define the time when a distinction has to be made between the methods, programmes and the breakdown of branches.

The *essential tasks of education* and instruction cover successively:

1. observation, during the first stage;
2. orientation, during the second stage;
3. decision, during the third stage.

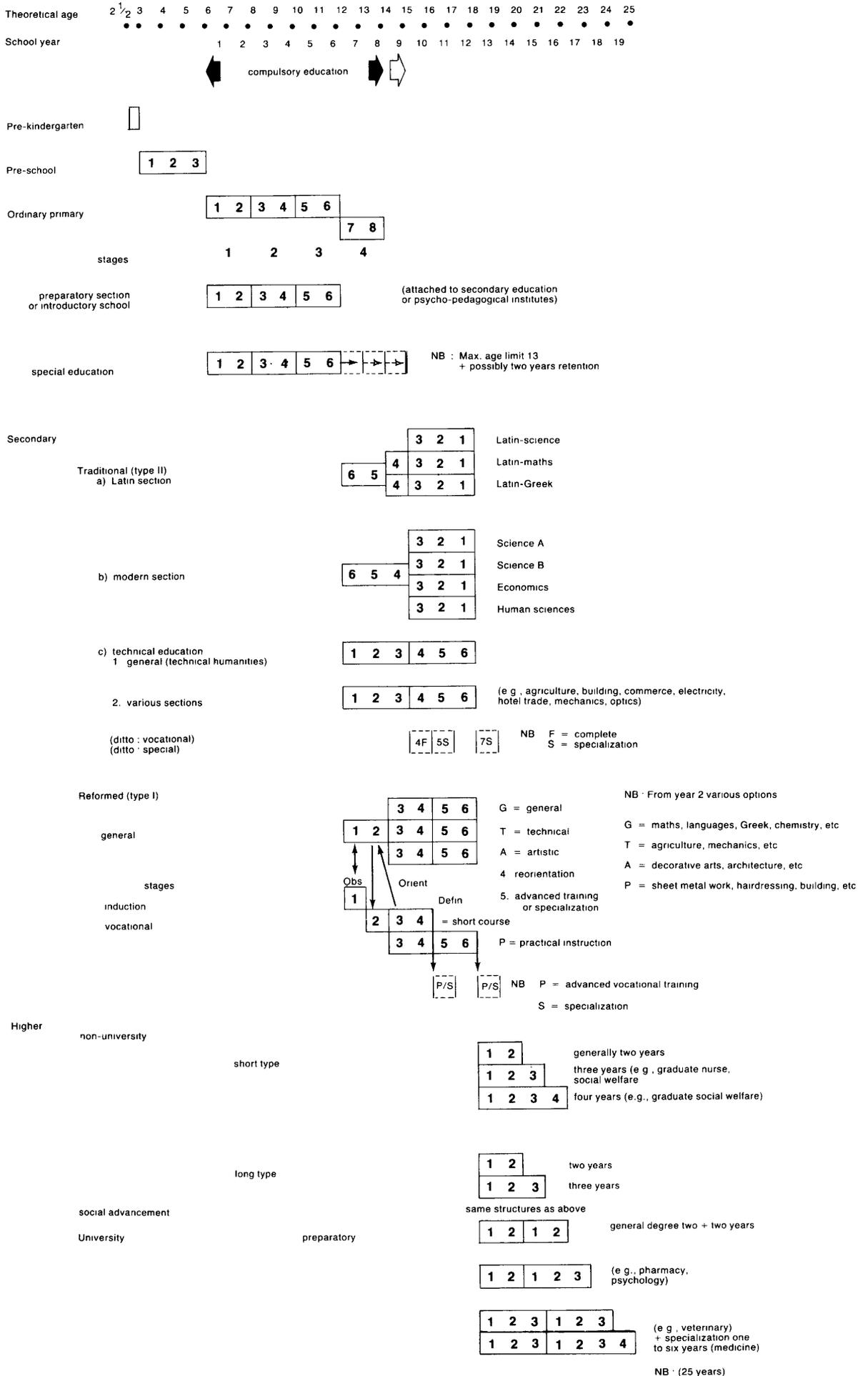
During the second stage, attention may also be directed to specialization for students who wish to enter working life at the age of 16, i.e., after the fourth year of secondary education.

The function of secondary education, with the multiple choices it offers, is to provide human and social education, whether mainly general, technical or artistic.

Until there is more standardization, it is still arranged in four forms and comprises:

1. general secondary education;
2. technical secondary education;
3. artistic secondary education;
4. vocational secondary education.

Education levels and structures in Belgium



Legend

 Year or cycle or of whole level

2 Stage

→ Statutory extension

--> Extension subject to agreement

 Maximum permitted age

↓ Transition possible in direction of arrow

F Complete course

V Advanced vocational training

 Optional year

S Specialization

 NB : 1. Range covered represents minimum theoretical period of compulsory education

 2. In the major urban areas compulsory education extends to age 15, unless an apprenticeship is taken up.

General secondary education provides preparation for the continuation of studies up to higher education level, while at the same time providing opportunities for entry into working life.

Technical and artistic secondary education, while allowing studies to be continued up to higher education level, provides a preparation for entry into working life.

Vocational secondary education provides preparation for entry into working life, while not excluding the possibility of pursuing further studies.

In each form of education:

1. a fourth re-orientation year can also be arranged to meet the needs of adjustment;
2. a fifth year can be arranged at the second stage level to meet a need for advanced training and/or specialization;
3. a seventh year can be arranged at the third stage level to meet a need for:
 - (a) advanced training and/or specialization;
 - (b) re-orientation, to provide specific preparation for higher education or to enable several final certificates to be obtained through supplementary education.

Each form of secondary education comprises:

1. *common education*

'common education' relates to subjects which are followed by all the pupils in the same form or same section of education, or in several forms or several sections of education;

2. *basic options*

'basic options' are subjects which are studied in depth with progressive specialization to provide a relatively intensive education;

3. *supplementary options*

'supplementary options' are subjects not studied as part of the basic options and designed to provide a balanced general education; they are studied less intensively; in some cases the instruction may be limited to information on the main principles;

4. *quick initiation options*

'quick initiation options' are studies designed to help pupils who are changing direction and need basic supplementary instruction;

5. *back-up options*

'back up options' are subjects supplementary to the common education or a basic option; they enable the education to be better adapted to specific needs;

6. *re-orientation options*

7. *free activities*

'free activities' are optional activities enabling pupils to reveal their tastes, interests or aptitudes and providing preparation for healthy use of leisure time;

8. *extra tuition*

'extra tuition' applies to optional activities arranged for pupils who happen to fall behind in one or more of the subjects in the time-table.

2.4.2. *TRADITIONAL secondary education*

(Type II)

In the *traditional general secondary education*, specialization is provided by a structure based on sections.

From the first year the education is divided into two sections which extend over three years:

1. a Latin section;
2. a modern section.

The Latin-Greek section starts in the third year and continues to the end of the course.

The following sections start in the fourth year and continue to the end of the course:

1. Latin-science;
2. Latin-mathematics;
3. A science;
4. B science;
5. economics;
6. human sciences.

These sections fall into two groups:

- (1) the classics group comprises the Latin, Latin-Greek, Latin-science, Latin-mathematics sections;
- (2) the modern group comprises the modern, A science, B science, economics and human sciences sections.

Traditional technical secondary education provides tuition in a great many special subjects which are too numerous to mention. The most popular are:

1. *Junior secondary education:*

Engineering
Clothing
Domestic science
Commerce
Electricity
Woodwork
Agronomics
Beauty treatment
Construction.

2. *Senior secondary education:*

Commerce
Ancillary medical services
Engineering
Clothing
Electricity
Domestic science

Chemistry
Decorative arts
Agronomics.

2.5. Higher education

2.5.1. Higher education includes university and non-university education.

2.5.2. University education

University education is structured in:

- (a) faculties which issue academic degrees;
- (b) groups, schools, institutes and other subdivisions which issue non-academic degrees and are either independent or attached to a faculty.

The academic faculties cover the following special subjects:

1. *Philosophy and literature:*

Philosophy
History
Classical philology
Romance philology
Germanic philology.

2. *Law:*

Law
Notarial studies.

3. *Sciences:*

Mathematics
Physics
Chemistry
Geology
Geography
Botany
Zoology.

4. *Medicine and pharmacy:*

Medicine
Pharmacy
Dental science.

5. *Veterinary medicine*

6. *Applied sciences*, including about twenty special subjects, the main ones being, in order of importance:

Electricity
Construction
Engineering
Electrical engineering
Chemistry
Metallurgy.

7. *Agronomics*, the principal subdivisions of which are:

Agronomics (all specialities)
Chemistry and the agricultural industries
Brewing.

As a rule the academic degrees can also be obtained before a State Board (called the 'Central Board').

This also issues certain technical diplomas, and a *teaching certificate* enabling the holder to give technical or vocational instruction.

The other subdivisions, which are non-academic, comprise the following special subjects:

1. *Theology and canon law*

2. *Arts and letters:*

History of art and archeology
Musicology
Oriental philology.

3. *Physical education*

4. *Economics and sociology:*

Criminology
Social sciences
Political, diplomatic and administrative sciences
Economic, fiscal and financial sciences
Applied economic and commercial sciences
Actuarial sciences
Journalism.

5. *Psycho-pedagogics:*

Psychology
Pedagogics
Vocational guidance.

2.5.3. Technical higher education

Technical higher education provides instruction in a great many special subjects too numerous to mention, the most common ones in the short and long courses being:

1. Electricity
2. Engineering
3. Chemistry
4. Construction.

2.5.4. Artistic higher education

Artistic higher education mainly involves short courses and covers in particular:

1. In the plastic arts:
drawing;
painting;
decoration;
industrial aesthetics;
publicity.
2. In musical education:
specialization in the main instruments;
dramatic art.

Although the restructuring is not yet complete, the following can be included in the long courses:

architecture;
entertainment and broadcasting techniques.

2.5.5. *Economic higher education*

Economic higher education involves in particular:

1. Short course:
data processing;
secretarial studies;
accounting;
distribution;
tourism.
2. Long course:
administration;
commerce;
languages.

2.5.6. *Agricultural higher education*

Agricultural higher education involves a short course. It is not very specialized and covers:

the agricultural industries;
landscape gardening;
suitable training for tropical and sub-tropical regions.

2.5.7. *Paramedical higher education*

Paramedical higher education involves a short course and covers:

the various nursing categories;
clinical chemistry;
dietetics;
kinesitherapy;
logopedics;
ergotherapy.

2.5.8. *Social higher education*

Social higher education involves a short course and covers the training of:

social advisers or assistants;
physical education instructors;
librarians and documentalists;
psychology assistants.

2.5.9. *Pedagogical higher education*

Short course covering:

- (a) *normal pre-school education* for training pre-school (or kindergarten) teachers;
- (b) *normal primary education* for training primary (or fundamental) teachers;

NB: These two forms of instruction are not specialized.

(c) *normal intermediate secondary education*, covering:
mother tongue, history;
modern languages;
mathematics;
sciences, geography;
physical education, biology;
plastic arts;

(d) *normal technical secondary education*, covering about twenty specialized studies, the most popular being:
tailoring and fashion;
domestic science;
plastic arts;
agricultural domestic science;
commerce.

2.6. **Other forms of education**

2.6.1. *Military education*

The Royal Military School has four- or five-year training courses for officers for the land, sea and air forces, as well as for the police force.

The Army Health Service School trains doctors, dentists and pharmacists.

Naval deck officers, engineering and radiotelegraphy officers receive specialist training.

Airline pilots undergo 28 months' training at the School of Civil Aviation.

2.7. **Further education**¹

2.7.1. *Social advancement education*

General features

1. Part-time education (i.e., in which the number of hours or periods does not reach the minimum applicable in full-time education in the evenings or at weekends) can be organized for secondary, higher and specialist education; levels, sections and conditions of admission are based on those for full-time education;
2. There are about 200 000 students undergoing this type of education throughout the country (76% of these being under 25);
3. It comprises *long courses* enabling the students to advance to higher qualifications than those they already have, and

short courses (since 1970) designed to up-date professional knowledge or an opportunity to achieve specialization without necessarily obtaining a higher qualification. It gives 'horizontal' advancement.

¹ Based on the report 'Further education of adults at work' (CAL Brussels, March 1977).

Notes

1. Several forms of further education enable the same qualifications to be obtained as those provided by full-time education (e.g., engineering studies; several forms of university education).
2. Other forms of training have been arranged in the past few years at the request of business leaders (data processing, marketing, etc.).
3. At secondary level the students are allowed to limit their choice to certain courses; to obtain certificates covering only those courses in which they have had successful results; to accumulate these certificates so as to obtain a full qualification when all the courses in a section have been successfully followed (circular of 20 February 1970).

Comments

1. This education is generally considered to be indispensable. It has benefited from certain measures to make it more flexible in the past decade.
2. Nevertheless, it is criticized:
 - (a) for still being academic in approach;
 - (b) for being very often incapable of responding properly and quickly to the present needs of the workers and the economy: the Belgian Business Federation (FEB) has said that 'some courses do not match up with the type of work for which they should be providing preparation'.
3. This form of education will therefore have to be thoroughly reformed, both as regards the structures and courses as well as the methods and qualifications.

Objectives

These objectives could be achieved by means of:

1. more diversified time-tables (no longer limited to evenings and Saturdays): short full-time periods of courses alternating with periods of work, cf., the British day-release and block-release systems; study weekends; residential or non-residential seminars; temporary courses, etc (cf., the modular courses of the ETE Anderlecht);
2. programmes drawn up in accordance with the educational needs and after consulting those concerned (including the workers);
3. increased use of modern educational techniques, mass media;
4. a combination of different methods (programmed instruction, correspondence courses, audio-visual instruction combined with periods of oral instruction, seminars, etc.);
5. greater decentralization of the decision-making centres and greater regional autonomy.

2.7.2. Correspondence courses

State correspondence courses

Correspondence courses have been organized by the Ministry of Education for more than 15 years. They are mainly intended for adults, who can register for them free of charge.

In the past few years, developments in this form of education have been greatly influenced by:

1. the increased needs of adults (and particularly teaching staff) for training and advanced training;
2. the development of modern teaching methods, particularly the audio-visual aids which are being associated more and more with printed documents;
3. the increasingly marked tendency to combine correspondence courses with various forms of oral instruction: seminars, working parties, etc, which enable the training process to become more socialized.

Within this development, the term 'correspondence course' is becoming less and less relevant and it would be more accurate to speak of 'remote teaching'. State correspondence courses are divided into three groups depending on their objective:

1. Preparation for secondary education examinations by State Boards.

The methods used are designed to help the adult student to organize his studies rationally according to the time he has available; to train him in self-education and self-assessment, and to carry on a written dialogue with him enabling his teachers to follow his progress continually.

The State Board examinations are at present being reformed. The purpose is not just to renew the programmes and make them less encyclopaedic, but also to change the testing arrangements which, while they are not achieving the flexibility of the 'build-up units', are obviously approaching it.

2. Preparation for the administrative examinations organized by the Permanent Secretariat for Recruitment.
3. Continuous training of teaching staff

This third group has expanded greatly in recent years. It comprises *multimedia courses* drawn up in programmes which take account of the reform of oral instruction and make use of the resources of modern teaching methods.

To meet the considerable increase in the need for training teaching staff, these multimedia courses allow *mass operations*, either to make teachers *aware* of a new technique or discipline, to give them *advanced training* to extend and enlarge their initial training, or to give them *refresher courses* following a rapid and extensive change in information, techniques, attitudes.

The teachers register for these courses voluntarily; they work at a rate of progress which they themselves decide, and which is all the more flexible because most of the courses have a *modular structure*.

Note

There are at present some 43 private institutions providing correspondence courses for the general public.

These courses cover three main groups of subjects:

1. Vocational training courses:

preparation for official examinations;
traditional vocational and technical training (car mechanics, automation, radio, TV, electronics, etc, agriculture, horticulture, etc);
training of technicians for commercial, banking and office services;
training for 'feminine' careers (office work; medical assistant; health care; modelling, data processing and similar fields).

2. Courses which provide vocational or non-vocational information:

spelling, foreign languages, tailoring, fashion, etc.

3. Non-vocational courses:

drawing, painting, photography, yoga, various hobbies, etc.

2.7.3. University education

Some forms of training are organized for adults at work, in particular:

(a) some institutes provide independent education courses in the evenings, e.g.,

- degree in commercial and financial (or consular, or administrative) sciences (five years of study);
- commercial engineer studies (six years with 18 to 20 hours of instruction per week)
(L. Cooremans Higher Institute, St Louis Higher Commercial School);

(b) the universities

- *psycho-pedagogical sciences* course in the evenings and Wednesday afternoon (University of Mons);
- *Civil engineering* for (technical) engineers
 - (i) after three years of day courses; scientific diploma (ULB-UCL);
 - (ii) after five years of evening (and Saturday) courses at the rate of 15 hours a week; legal diploma (Open faculty of Applied Sciences, ULB);
 - (iii) by a programme of work and examinations taking account of the knowledge and time of each candidate (Polytechnic Faculty of Mons);
- *degree in applied economic sciences* in two and a half years (to five years) at the rate of ten hours a week (evenings and Saturdays);
available to workers already having a post-secondary studies diploma, system of group instruction credits and animation — decentralized course INUFOP, FUCAM, Mons);

— *degree in data processing*, in three years of evening courses at the rate of 20 hours a week, available to graduates in economic sciences, mathematical sciences, sales engineers and, subject to certain conditions, (technical) engineers (University of Mons in collaboration with the UT (Université de Travail) of Charleroi);

— *special degree in the environment* available to those holding a university diploma (UB), in one or two years of evening courses (and Saturday seminars), scientific diploma;

— *doctorate in environmental sciences* in three years with pay from the first year (FUL),
etc.

Comments

1. Such training facilities are very valuable because
 - (a) they establish *bridges* between *university* education and the other forms of *higher* education;
 - (b) they enable the *professional experience* acquired by the worker to be *put to use*;
 - (c) they give *social and intellectual advancement* to the worker who continues his professional activities.
2. However, most of these forms of training demand from the workers pursuing them very considerable efforts over a long period, which few of them can provide; they lay down fairly stringent conditions of entry based on diplomas (and not just 'good basic education'); they are fairly traditional in the use of teaching methods not really suited to adults.

2.8. Psycho-medico-social guidance

2.8.1. The State sets up or approves 'psycho-medico-social centres' designed to guide pupils in application of the principle of permanent guidance. Initially such action was only provided for from the final year of basic education and continued up to the end of secondary education.

2.8.2. Several years ago it was shown that this was too late. It is therefore necessary to use the centres systematically from the time when the child enters school. The assistance given to the educational process thus extends over pre-school (or kindergarten) education, basic (or primary) education and secondary education.

2.8.3. Within the limits of the means at their disposal, the PMS centres proceed to *identify* the cases by occasional observation and by systematic investigations in limited fields. Guidance is then initiated for their benefit and this can continue throughout the maturing process.

2.8.4. The members of the PMS centres attend the class councils. They have been asked to help in the *reform* of education, the development of new educational programmes, new methods of education and continuous assessment.

2.8.5. In the State centres the members spend a period of two years in which their school education is completed

and checked by a Training Centre on the basis of assessment criteria laid down by ministerial decree.

2.8.6. There are more than 200 centres throughout the country. For 1500 pupils each has at least: one advisory director (university-trained psychologist), one adviser (psychologist, educationalist or, failing that, assistant specializing in vocational guidance or psychology), two assistants (one social assistant and a nurse), and a doctor.

The staff is completed by one adviser or assistant for every 750 pupils.

2.9. Advanced training of teachers

2.9.1. During the past few years the innovations and reforms introduced in secondary and pre-school education have made advanced training even more necessary for teachers.

In order to make the teachers themselves aware of, the need to adapt their teaching to the provisions laying down the structures, programmes and methods, the authorities have refrained from organizing a regimented system of refresher courses for teachers.

2.9.2. In close collaboration with the inspectorate of each discipline concerned, the advanced training activities have consisted in the following:

- (a) the development of corrective activities designed to remedy certain gaps or inadequacies usually resulting from the reforms undertaken in teaching and the new programmes introduced;
- (b) updating the knowledge of the teachers;
- (c) improving their competence, particularly as regards methods;
- (d) developing the personality of the teachers, encouraging relations between teachers of different disciplines to promote multi-disciplinarity, improving communications amongst the teachers and with the pupils.

These activities have not been structured or institutionalized, but are voluntary.

They have attempted to encourage amongst the teachers the desire to adapt without compulsion to the new circumstances, to undertake refresher training and advanced training without resorting to the creation of specialist bodies.

2.9.3. The following arrangements are adopted at present:

(a) *Refresher courses on subjects and techniques*

This form of retraining aims at reaching a large number of teachers at the same time by using television, radio and correspondence teaching.

- (b) *Refresher courses on specific items of programmes*
These involve residential courses of two or three days.
- (c) *Refresher courses designed to produce a change in attitude in the teachers*

The system involves longer residential courses with teachers, heads of establishments, inspectors, psychologists (group dynamics courses).

(d) *Refresher courses in teaching techniques*

These regional meetings are designed to promote better adaptation to the new objectives of education. They help towards the study of specific problems of restricted working parties meeting on a regional basis.

2.9.4. In the French-speaking sector, 13 501 teachers have taken refresher courses in one or other of the disciplines included in the programme or have attended symposia or meetings concerned with the general problems of education. Of the means used, mention must be made of:

1. Instruction by correspondence, which has developed considerably over the last few years. The development of multimedia courses allows the organization of mass operations aimed at:

- (a) *making the teachers aware of a new discipline or technique*, in this field, primary teachers were introduced to modern mathematics by means of television and initiated in audio-visual teaching based on television broadcasts combined with a correspondence course and practical workshops and discussions.

The latter activity is for teachers at all levels;

- (b) *refresher courses for teachers with a view to bringing about a rapid and profound change both in knowledge and techniques and attitudes*

Various activities have been undertaken in the course of the last few years, viz:

- (i) mathematics based on a long correspondence course (two years) accompanied by regional oral consultations and/or regional group work. This has been in operation for four years and has been followed by about 50% of French-speaking teachers;
 - (ii) modern mathematics for secondary school teachers using television broadcasts;
 - (iii) data processing for secondary school teachers with seminars and practical work organized by university centres;
- (c) *advanced training with a view to extending and reinforcing the teachers' initial training*

The following operations have been undertaken:

- (i) advanced training in mother tongue at primary level covering not only the content but also the methods and the use of certain audio-visual auxiliaries, comprising a long correspondence course (about two years), records, slides, tape recordings, together with educational meetings;
 - (ii) advanced training in history for secondary school teachers covering the teaching of history by topics and subjects;
2. publications resulting from research in a great variety of fields by university teams;

3. regional groups working with leaders on the basis of correspondence courses;
4. television broadcasts used by correspondence courses and regional working parties;
5. the installation of closed television circuits in the training centres for the teaching staff.

2.9.5. *In the Dutch-speaking sector* the teachers can attend activities organized by private bodies. The department gives permission and, where applicable, bears certain costs such as the registration fee.

There is collaboration, in particular, between the department and the following organizations:

- (a) the Belgian Office for Increased Productivity,
- (b) the Belgian Association of Banks,
- (c) the Association of Economic Sciences Teachers,
- (d) the Insurance Information Centre,
- (e) the Belgian Institute for Control and Automation,
- (f) Fabrimétal,
- (g) the Belgian Centre for Mathematical Methods,
- (h) the 'Flemish Chemical Association',
- (i) the Cuisenaire Association of Belgium,
- (j) The European Post-University Faculty of Mathematics, Physics, Chemistry and Biology,
- (k) the Belgian-Luxembourg American Studies Association.

More than 20 000 teachers from the Dutch-speaking sector have undertaken refresher courses.

2.9.6. *Eight audio-visual centres* have been placed at the disposal of teachers who can follow initiation courses there and produce AV documents. These eight audio-visual centres are assisted by the *Central Department of Educational Films and AV Media* of the Ministry.

This department has been given the following tasks in particular:

1. a film committee views the existing educational films and draws up a catalogue;
2. the international and national co-production of 16 mm and S.8 films - known as concept-films;
3. the organization of courses on AV media and training in picture and sound;
4. comparative testing of instructional equipment;
5. organization of the biennial week of educational films for the 33 member countries;
6. recording and distribution of schools broadcasts for the use of schools.

2.9.7. Every month all the members of the teaching staff receive free at home two issues of the *Information Bulletin* of the Ministry of Education. This bulletin points out for the teachers the interesting innovations in Belgium and abroad, including in the field of educational technology.

2.9.8. Every year the International Children's Centre in Paris offers a refresher course in psycho-pedagogy.

2.10. Advanced training of the staff of the PMS Centres

2.10.1. To meet the needs of the service with a view to the new objectives which the PMS Centres have set themselves, and to satisfy as fully as possible the justified demands of the staff, an advanced training process has been set up.

2.10.2. This process begins with a survey of the needs of the members of staff and of the inspectorate. Every suggestion is analysed as to its grounds, the possibility of the centres. It is also examined with a view to the methodological lines marked out by the inspectorate, viz:

- (a) information (prior to or integrated with the advanced training);
- (b) approach to cases (detection, identification, examination techniques, stages in the approach, assessment);
- (c) diagnosis and prognosis; programming of guidance and its assessment;
- (d) guidance itself, including action for remedy or preparation of therapy;
- (e) advanced training and the development of personal dynamics.

2.10.3. For 1977 thirty topics have been adopted, grouped according to three sectors of application, given preference because of their importance in the redefinition of the function of the centres.

The areas involved are the following:

- (i) problems encountered by children when they go to school (pre-school or primary);
- (ii) problems experienced by the child having difficulty in following ordinary education;
- (iii) special problem: guidance for the handicapped child;
- (iv) maturing of choices and personal decisions (from the point of view of self-realization).

2.10.4. A committee composed of representatives of the administration, the inspectorate, the Training Centre and several representatives of each of the disciplines, examines the programme proposals from the following viewpoints: need of the service and value of the topic, conditions of the advanced training process, staff concerned, assessment of the cost.

2.10.5. Examples of the conditions are: organization of study meetings with working parties, residential seminars, single- and multi-discipline seminars, individual supervision, participation in congresses; courses and training in outside bodies.

2.10.6. It must be recalled here that all the staff of the centres have to carry out six hours' advanced training per week throughout their career.

3. *Vocational training and advanced training in trades and business*

3.1. Training organization

3.1.1. *Training management* in trades and business is entrusted to:

1. a general assembly of 150 members representing the professional federations, the regional committees and the interprofessional associations;
2. a board of 18 members representing the professional and interprofessional national federations;
3. an executive committee composed of six members elected by the board.

3.1.2. *Vocational training* provided by the Ministry for the Middle Classes covers:

on the one hand the traditional *crafts and trades* (from the butcher to the optician, including the house-painter, wholesaler, retailer, etc);

on the other hand the *service professions* (such as insurance brokers, tax adviser, etc).

3.1.3. The system of training comprises two stages: qualifying and management training.

(a) *Qualification* is achieved by means of *articles of apprenticeship*

These are concluded, by the compulsory intermediary of an apprenticeship secretariat, between the employer and the apprentice who both have to satisfy a number of conditions. The duration of the apprenticeship is fixed as a rule at four years, unless otherwise provided for. The articles provide for obligations on both parties (including the payment of an increasing monthly allowance). It involves the benefit of certain extra-contractual advantages (in particular: for the employer, exemption from the payment of social security contributions and taxes for the staff employed; and for the apprentice the benefit of family allowance and a holiday bonus).

Each year the number of apprenticeships approved is between eight and nine thousand. Each year also there are about six thousand breakages of contracts (two thousand of which involve changes of employer).

The emphasis is on *practical training* in the firm under the supervision of the apprenticeship secretary and the occasional supervision of an instructional adviser.

The apprentices are, however, obliged to attend four hours of general courses per week (calculations, mother tongue, civic education, social legislation, etc) and a set of vocational courses (72 hours in the first year, 123 hours in the successive years).

After passing an examination comprising three tests (general knowledge, theory and professional practice),

the candidate is given a *certificate* signed by the Minister of the Middle Classes.

- (b) At a later stage, *management training* provides preparation for running a small or medium-sized firm, from the technical, commercial, administrative, human, financial aspects, etc.

The management courses and vocational courses (theory and practice) extend over two or three years.

3.2. Pedagogics and teaching

3.2.1. *The programmes*

In drawing up the programmes, a simple listing of subjects has been resolutely avoided. The guiding principle is that of the programme drawn up in terms of teaching objectives. Then it becomes much easier to think of the teaching itself. Each 'item' of a subject is analysed objectively.

3.2.2. *The methods*

Emphasis is placed on the use of active methods.

Subject teaching has been applied so that each set of lessons embraces the different branches.

The French system of education using the 'active audio-visual method suitable for trainees' known as AAAS, has been used for teaching mathematics.

Exercise cards approved by the Ministry of Education are an effective means at the disposal of French teachers.

With the aim of stimulating activity by the participants themselves, work schemes for car mechanics and experts have been introduced, at least in the Dutch-speaking sector.

In the sales sector the teachers use the sociodrama. Role-playing has also been introduced for training personnel in management.

3.2.3. *The teachers*

Some *four thousand* people are involved in training apprentices or employers. Most of them teach vocational knowledge. As a general rule their basic training did not touch on pedagogics and didactics.

It therefore seemed essential, on the one hand, to organize *cycles of lectures* on pedagogics, psychology, general and special didactics, mastery of the language, methods, etc, and on the other to supervise these instructors by accompanying them by psychopedagogical advisers.

3.2.4. *Assessment*

The idea of didactic assessment takes precedence over that of examinations. On the one hand there is an *assessment of performance*, i.e. examining to what extent the pupil has attained the intended objectives. The means employed are: performance tests, self-critical techniques and observation techniques. On the other, *process assessment* relates above all to the interactions of the various aspects of teaching. Appraisal and observation are the usual methods.

3.3. Advanced vocational training

The changes in economics and techniques are such that the self-employed worker, more than any other, cannot be satisfied just with the knowledge he has acquired. Advanced vocational training forms a natural part of his further education.

3.3.1. *The objectives*

The principal objectives are constant improvement in the technical and economic management of the firm, and permanent adjustment to changes in the market. Over and above these objectives, however, the aim is to develop the new vocations, stimulate the inactive regions, make junior management aware of creativity, extend further technical training, increase individual assistance, etc.

3.3.2. *The means*

1. The conception of the programmes takes account of the diversity of the potential participants.
2. *Lectures* aim to provide information, rationalization, modernization.
3. *Study meetings* require active participation and preparatory studies.
4. *Seminars* provide fuller information and controlled discussions.

3.3.3. *The methods*

Active participation is one of the keys to the system.

Each group has a rapporteur and a director of debates, whose capabilities must extend beyond the subject being dealt with and who is trained to lead discussions.

The purely informative part is reduced to a minimum.

The seminar provides preparation for individualized technical assistance.

3.3.4. *The material means*

There is a continuous process of investigation.

The infrastructure needed for advanced vocational training is established at training centres specially designed for the purpose.

These centres have teaching aids such as: films, slides, transparencies, tables, montages. They use the necessary technical equipment, machinery and apparatus. Extensive credit is available to them for the purchase of materials or products.

3.4. Further education of staff

All the psychopedagogical advisers have been involved in the advanced vocational training activities. Some centres benefited from systematic guidance in drawing up their advanced training timetable.

Attention was directed towards socio-economic training.

The psychopedagogical principles of further education are analysed. The classification of teaching objectives, their operational application, the individualization of teaching, the AAAS method and assessment are the major points of the advanced training.

Various research bodies lend their support to the operation of the pedagogical bureau, giving guidance to the teachers, and the organization of study meetings.

4. Vocational training organized by the National Employment Office

4.1. The structure

The high level of unemployment led ONEM (National Employment Office) to direct its efforts towards the field of apprenticeship training, rehabilitation and advanced vocational training of adults who were available job-seekers. This training is designed to provide a qualification or to perfect inadequate vocational knowledge and thereby to increase employment opportunities.

4.1.1. *The centres set up or subsidized by ONEM*

ONEM *directly* manages nearly thirty training centres. More than 6 000 trainees a year acquire a *basic training* there and about 1 500 complete *supplementary training* courses. There are about forty of these, the most popular sector being the 'employed' group (more than a third of the trainees).

ONEM has created a number of centres *in collaboration* with firms, involving the provision of training requiring equipment which ONEM cannot provide for lack of sufficient funds, or for which an infrastructure cannot be prepared artificially. More than 3 000 training courses are completed each year.

Finally, ONEM subsidizes *approved centres* (500 training courses in the mining sector), *individual training* in schools or firms (about 550).

4.1.2. *Training provided*

In the *secondary sector* centres, the range of vocations taught covers about forty trades, mainly in building, wood-work, metal, textiles and clothing.

The *tertiary sector* centres train 'office workers'. Depending on the knowledge already acquired, the trainee follows a programme of 'made-to-measure' courses. This personalized education makes use of the most modern methods: programmed instruction, audio-visual media, etc.

4.1.3. *The new formulae*

To combat youth unemployment, a royal decree has provided for *traineeships in firms*, for the benefit of holders of diplomas between the ages of 15 and 25 and registered as job-seekers. Engagement is by contract. The first six months are considered to be a training period. During this time the person concerned receives the minimum daily unemployment allowance for the relevant category.

With the same aim ONEM has set up *special centres for young people* under 25. They begin with an *induction period* of two to three days, during which the position of the person concerned is reviewed. Then there is an *observation and guidance period* during which aptitudes and knowledge are tested. After this a number of young people can undertake a normal training cycle.

4.2. Features of the training

4.2.1. *ONEM's vocational training* differs from that provided by technical or vocational education courses in that it is designed for adults who have given up their studies of their own accord. The age taken as a basis is 18 (17 for the building trades), except for the young unemployed referred to in paragraph 1.3.

The aim is to give the trainees the practical knowledge and skills needed for a particular trade. There are two types of training:

4.2.2. *Collective training* is provided mainly in the centres set up and managed by ONEM, but it can also be given in the centres set up in collaboration with firms.

In the latter case the programme is sufficiently versatile to allow the worker to exercise his trade in another firm. The task of instructor is generally entrusted to a competent technician of the firm. ONEM undertakes technical supervision of the training.

4.2.3. *Individual training* is used by way of exception, in particular when it is a question of integrating into working life handicapped persons who are difficult to place.

However, this concept is gradually widening. It is proving to be a good system for reintegrating some unemployed following a short period of adaptation, or again to meet limited needs in a specialist sector.

4.3. Staff training

A distinction has to be made between staff concerned with placing people in jobs and staff responsible for training.

4.3.1. *Training of employment officers*

The employment officers *specialize* in economic sectors and in the large employment offices they can also specialize in technical staff, management and office staff, old or handicapped unemployed persons, young people, students during the vacations, foreign workers.

On entry there is an *induction period*. This lasts four days and covers the regulations, function, organization, structure, collaboration with the medico-psychotechnical service and involves a guided visit to the various departments.

During the *course* the employment officer is given *training in psychology*. This lasts two weeks and covers forms of contact and interview. It uses advanced techniques, with role-playing, recording by magnetic camera and video reproduction.

The technical training covers administrative knowledge, employment forecasts, placing, financial allowances, vocational training, legal aspects (including the work of the courts and labour tribunals), economics, the socio-economic institutions, the educational institutions, the medical and psychological aspects, documentation on the professions, the psychology and psycho-pathology of the worker and the handicapped person.

4.3.2. *Training of vocational advisers*

These officers should not be confused with the vocational guidance advisers. They are more highly qualified, taking their main diploma as a basis: (technical) engineer.

Their training is also technical and practical, but is based in addition on a thorough analysis of the functions of the employment office staff themselves. For example, group dynamics is not disregarded.

4.4. The psychological service

Special mention must be made of the psychological service which examines about 20 000 unemployed annually. These specialist examinations help to guide the employment officers, the vocational advisers and the instructors of the vocational training centres.

The service also provides psychological assistance for job-seekers faced with psychological difficulties.

4.5. Advanced training

4.5.1. *Advanced training of instructors*

ONEM, in collaboration with the International Labour Office, has set up a 'National training and pedagogical studies centre'. Its function is to 'give teacher training to the instructors responsible for vocational training in the centres'.

It is obvious that the success of a training course depends to a great extent on the teaching ability of the instructor in getting the 'message' across.

4.5.2. *Advanced training of employment officers and vocational advisers*

Emphasis is placed on the organization of permanent psychological training. This calls for objectives to be fixed, and for the officers to be motivated to undertake advanced training and change their attitudes, and actual and realistic material (for example, texts of actual interviews). These are demanding requirements and therefore difficult to combine in a head of staff whose academic training is limited.

4.5.3. *Advanced training of the staff of the psychological service*

Special attention is given to the advanced training of the staff because the psychological service has a quadruple responsibility.

- (a) Being at the disposal of other bodies in providing assistance through its specialist opinions, it has to undertake constant advanced training. This is done mainly by means of *working parties*. In the latter the representatives of the central administration work alongside the practitioners.
- (b) The study of *individual cases* considered difficult to guide gives rise not only to a comparison of points of view and experience, but also to new methodological concepts.
- (c) The *relationship* between the psychologist and the vocational advisers and the social assistants is analysed.
- (d) The fundamental and communication aspects of *deontology* are the subject of thorough study.
- (e) After several years of application of *psychological aid to trainees in vocational training*, it seemed worthwhile to review the methods used by the practitioners and to summarize them.
- (f) As part of the policy of staff selection on behalf of firms, it seemed expedient to reinforce collaboration between all the people involved in the selection process.

4.5.4. *Advanced training of training officials*

The National Training and Pedagogical Studies Centre (CNFEP), at the request of the General Administration for Development Co-operation, has taken part in training bursary-holders, experts and officers responsible for planning training in certain beneficiary countries.

The CNFEP, apart from the further psychopedagogical training of instructors from the ONEM training centres, has also been involved in the advanced training of business staff.

Finally, it has provided technico-pedagogical training for the instructors of the Ministry of Justice responsible for vocational training in this ministry's centres.

5. *Training under the Ministry of Agriculture*¹

This post-school training enables farmers, helpers and employees whose main occupation is in agriculture to improve their vocational skills on a permanent basis.

Levels and types of training

There are five types of training:

Course A: Tuition for those whose training is inadequate; oral day courses (75 hours per year) or correspondence courses.

Course B: specific courses for those setting up or taking over a farm again
oral day courses (75 hours per year) or correspondence courses.

Course C: further education courses on technological, economic or management courses;
oral day courses (20 hours per six months) or correspondence courses.

Course D: permanent information; study meetings, lectures, guided visits.

Course E: training of teachers and lecturers; advanced training meetings.

These training courses are organized by the outside departments for the Ministry of Agriculture (agronomic engineers, horticultural engineers, agricultural domestic science advisers). This is agricultural post-school education provided by the *State*. The agricultural education organized by the provinces, the boroughs, the agricultural organizations, private individuals, may be subsidized by the Ministry of Agriculture under certain conditions.

6. *Training under the Civil Service Ministry*¹

Since it was set up in 1962, the Directorate-General for Selection and Training has been organizing training and refresher courses for public officials. So far these training arrangements have only been for grade 1 officials already in office. The *training courses* take place under the supervision of the course teacher. They involve residential seminars, working parties, reports, visits, etc, extending over a year, as well as the defence of a thesis. An assessment sheet is drawn up to determine whether the official can be fully admitted.

The *continuous training operations* are organized in collaboration with the University Administration Institute (IUA, a private institute in the public interest) whose aims are

¹ Report on further education (op. cit).

to train public officials in management methods and to develop their experience and their personal knowledge.

Usually this involves short seminars, study meetings run by university centres on subjects such as: management, inter-staff relations, the introduction of data processing into administration, the introduction of management by objectives methods (PPBS).

But the IUA also uses the resources of educational technology, making it possible to reach a wider public by more flexible method. Thus it has financed the preparation by the AURA and IMAGO Centres of UCL of a computer-assisted multi-media course on systems analysis as applied to public administration. And in 1974-1975 the IUA, in conjunction with the RTB Centre, Charleroi, produced 13 television broadcasts of 45 minutes on borough management (with written documents and follow-up sessions).

Note

For the training of officials in the lower grades (2, 3, 4) there are:

- (a) State correspondence courses (which only cover preparation for general training tests);
- (b) certain social advancement courses;
- (c) vocational training activities organized by certain departments (finance, communications) and public services (SNCB, RTT) exclusively for their staff.

7. Advanced training organized by firms

7.1. The Building Training Fund

7.1.1. In this economic sector the opportunities for advanced training or refresher courses are provided firstly by the *social advancement courses*. In this connection it will be noted that the system of hour credits is developing slowly.

Attempts have been made by certain schools to provide partial training. The administrative difficulties are hindering the implementation of projects which are nevertheless promising.

7.1.2. The workers who have completed senior or junior secondary technical education have had sufficient training to tackle refresher courses. The same does not apply to those who have had vocational or special education.

7.1.3. The Building Training Fund (FFC) has been organizing training and advanced training for ten years. For this purpose it has set up two fixed centres and one mobile centre for training mobile tower *crane operators*.

- (a) This centre merits a special mention. The basic course lasts six full weeks. During the course a permanent assessment is made of the assimilation of the ideas being taught.

- (b) An *advanced training course* in 'engine mechanics' is designed for experienced drivers and mechanics. It provides advanced training in the diagnosis of complex faults and a logical approach to adjustments.

- (c) It may also be noted that the FFC has equipped six pilot schools providing special education for the handicapped, with a view to carrying out a multi-purpose training programme.

- (d) Through the FFC, *vocational practice teachers* from educational establishments have the opportunity to follow *on-site refresher* courses during the school holidays.

- (e) Finally, the FFC provides material aid for young certificate-holders (tools, working clothes and safety wear) and for trainees of the National Employment Office (loyalty bonuses — see paragraph 4.1).

7.1.4. The FFC is run on a joint basis; the trade unions and the employers' federations were involved in setting it up.

7.1.5. In drawing up its programmes the FFC draws inspiration from the achievements of:

- (i) the Central Apprenticeship Co-ordinating Committee (France);
- (ii) the Construction Industry Training Board (United Kingdom);
- (iii) the Building Vocational Training Foundation (Netherlands);
- (iv) and the Vocational Training Commission of the International Federation of Construction Firms.

7.2. Chemical Industries' Federation

7.2.1. The chemical industry employs qualified personnel with technical or university training who have, during their basic training, acquired a considerable capacity to readapt themselves, so that there is little problem.

7.2.2. The staff have to take part in seminars, congresses, etc, or themselves give training courses.

7.2.3. The Federation regularly organizes courses or information meetings on topical subjects, for example on the broad subject of the environment.

7.3. Textile Industry Federation

7.3.1. Considerable effort has been put into providing technical and other information in this sector. During information meetings held at Ghent and Courtrai the staff of the Psycho-medico-social Centres were made aware of the career opportunities offered in the textile industry to young people who have successfully completed their vocational and technical education.

7.3.2. To extend the knowledge of technical education teachers, whose training is not to university level, the Federation invited the directors and teachers of engineering schools to the international conference held in Lille. It also encouraged visits to the Polytechnics in Leeds (GB), the school at Roubaix and the French Textile Institute.

It must be noted that there are no academic courses suitable as technical refresher courses for the teachers.

This has to be done by courses at firms. Each year the Federation gives study scholarships enabling visits to be made to textile machine manufacturers or international fairs (e.g., Milan).

7.3.3. The trade unions are associated in the management of funds which provide these aids.

7.3.4. The Federation hopes that advanced training courses can be organized for the teachers, similar to those of the majority of the senior textile schools abroad.

7.3.5. The Federation considers that no distinction has to be made between the needs for advanced training of the teachers responsible for the further education of adults and those responsible for training young people in the technical schools.

7.4. Glass Industry Federation

7.4.1. The Glass School at Charleroi provides post-graduate education for civil engineers, doctors and graduates in sciences, technical engineers. It thus prepares them for key positions in the industry or in glass research.

7.4.2. With the active collaboration of the Employment Office, the Federation has set up advanced training courses for technicians in the glass sector.

7.4.3. The trade unions organize union training sessions for staff representatives. They are financed by a contribution from the employers fixed by joint agreement.

7.5. Belgian Business Federation¹ (FEB)

In a document dated March 1972,¹ the FEB stated that it was convinced of the vital need for vocational training 'not only for the social advancement of those concerned, but also for the economic development of businesses'.

It laid down conditions for the effectiveness of any 'system of training workers at work':

1. account must be taken of the economic and organizational constraints to which businesses are subject, in order to maintain their competitive value;

2. the worker should be guided towards training which, while meeting his tastes and aptitudes, fits in with the development of his career;
3. traditional academic training should be replaced by a system of training modules to be flexibly combined with one another;
4. different methods of education should be combined according to the requirements of the training technology (programmed education, teaching by correspondence followed by residential seminars, teaching by instructors and audio-visual means, etc);
5. the realities of work should be taken as the basis and therefore training activities undertaken by firms should be encouraged;
6. the activities of existing training bodies should be co-ordinated.

7.6. The Industry-University Foundation

The aim of the Industry-University Foundation (set up in 1955) is to provide training and advanced training for business leaders. The universities are playing an increasingly important role, not only in further education (refresher courses, retraining and even training) of management staff, but also in the implementation of applied research programmes in management and the rapid transfer into business practice of the increasing mass of scientific knowledge which arises as a result.¹

About 25 seminars and management programmes will be organized by Belgian universities in the course of the academic year 1976-1977.

The Foundation is financed by subscriptions paid by firms.

There is very little numerical data enabling an assessment to be made of the number and features of the Belgian firms which have a training policy or who carry out training activities for their staff.

8. *Training provided by further education bodies, workers' or management staff organizations¹*

Experiments designed to make higher education available to the maximum number of adults have taken place at the initiative of trade union organizations or further education organizations, generally in collaboration with the university. They are distinguished by original structures directed more towards self-management and action and by the development of more personalized pedagogical relations.

For the French-speaking part of the country these are:

- (a) the Higher Institute for Worker Culture (ISCO, 1962);

¹ Report on further education (op. cit.).

- (b) the Open Faculty in Economic and Social Policy (FOPEs, 1974), which developed from the Christian worker movement;
- (c) the André Renard Foundation (FAR, 1965);
- (d) Trade Union University (US, 1973), concerned with the training of trade union staff;
- (e) the Inter-university Centre for Further Education (CIFOP, 1970);
- (f) the Open University of Charleroi (in the design stage).

9. *Training provided by the National Staff Confederation*

This organization carries out worthwhile activity for the managers of firms, some of whom certainly have training responsibilities. However, the problem of management staff falls outside the scope of this report.

10. *The Vocational training and refresher training broadcasts of Belgian radio and television*¹

Since 1971 there has been a Further Education Service in RTB; it has been centred at Charleroi since 1974.

It has already produced a fairly wide range of vocational and refresher training broadcasts in conjunction with various bodies such as:

- (a) the Ministry of Education: modern mathematics, machines, teachers, pupils;
- (b) ONEM: 50 spelling lessons;
- (c) the Institute for the Middle Classes: I am self-employed;
- (d) the Charleroi Society of Medicine: How are you?;
- (e) trade union organizations: trade unionism, or workers and the capitalist society.

¹ Report on further education (op. cit.).

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