



Vocational training



**A common policy of
vocational training?**



**Training projects for
young people**

Vocational training

Bulletin of the European Centre for the Development of Vocational Training

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EDITORIAL

The first of the two main articles in this double issue deals with views expressed on the subject of a common vocational training policy for the Member States of the European Community. To say that the education and training structures today still, to a large extent, reflect the needs of an industrial and commercial order that is undergoing enormous upheaval is to state the obvious.

There are technological developments that will force us to consider changes in the employment, education and training systems and to see what can be done, by creating new activities, to provide employment opportunities for those who will not find openings in some established industrial and commercial sectors and for those who might have to leave them.

In addition to the problems in vocational training associated with technological development, vast changes are taking place in the socio-economic situation affecting all industrialized countries. This has been emphasized by the recent energy crisis.

The need to find more efficient ways of using our resources, especially manpower, is becoming ever more urgent. This means that careers information services providing realistic, up-to-date information for those seeking employment can do much to help

people avoid making false starts, which are costly in both human and economic terms.

The second article therefore deals with the aims and experience of a careers information centre that was set up three years ago in West Berlin.

The largest part of the information section of this issue deals with the employment and training of young people. This reflects the importance attached by the Member States to actions designed to assist the younger generation in their search for a meaningful occupation.

The energy and technological development questions referred to will pose new challenges to both those who plan and to those who carry out training policies.

A common search for some answers is already in motion at Community level, reflected in the increasing exchange of information, ideas and joint research work, strongly featured in CEDEFOP's Work Programme.

Education, training and employment are of vital personal interest to everyone and are areas in which the Community has an opportunity to demonstrate that it has the 'human face' it is so often accused of lacking.

ARTICLES

Helmut Brumhard

A common policy in the field of vocational training?¹

General background

The need for the Member States of the European Community to establish a common policy in the field of vocational training is no longer open to question. In the early days of the European Community educational and vocational training policy was not considered to be an area of high priority, but today it has become apparent that in the light of the interdependency of political actions of the Community and the course being taken by social, economic, and technological development it is no longer possible to restrict political action in the field of education and vocational training to the national level exclusively. A community of States which has recognized as one of the fundamental principles of its concept the complete freedom of movement of its inhabitants is furthermore aware of the need to improve the preconditions facilitating such movement. It is here that vocational training plays a decisive rôle in that in the last analysis it is the very basis ensuring the livelihood of the individual.

It was in the realization of this that the mutual recognition of diplomas, certificates and other documents of qualification and also the provision of vocational training and continuing training was, in the sociopolitical context, called for in the Treaty of Rome.

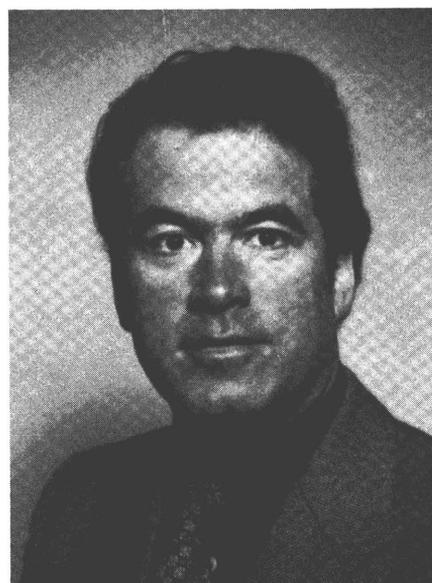
Historical development

Although it is true that at least the need to establish a common vocational train-

ing policy was recognized at an early stage, several years passed before the possibilities and objectives of such cooperation were more precisely formulated. The first step taken was the elaboration in 1964 of ten basic principles governing the implementation of a common vocational training policy. The general guidelines for the elaboration of a common programme of action in the field of vocational training were approved by the Council of Ministers on 26 July 1971.

The establishment of the European Centre for the Development of Vocational Training (CEDEFOP) in Berlin (West) under Regulation (EEC) No 337/75 of the Council of 10 February 1975 was a second important step. The Centre was to serve as an instrument providing help and assistance in the task of tackling common problems in the field of vocational training and can therefore be considered as the foundation stone and the visual expression of the European Community's own vocational training policy.

It should furthermore be pointed out that in the social policy of the Community, particularly as regards expenditures within the framework of this policy, vocational training enjoys high priority. Almost all the 360 million u.a. set aside for social policy in the 1977 budget were allocated to the Social Fund. In turn, 90% of these Social Fund monies were allocated to vocational training. The relative importance of the total sum becomes apparent when it is realized that these 360 million u.a. constitute only about half of what the Community spends on milk.



Helmut Brumhard, Employer's member of CEDEFOP Management Board

Present situation

On the one hand these results are certainly positive, but on the other hand they should not prevent us from realizing that also in the field of education and vocational training development in the direction of a united Europe is dictated primarily by economic interests and needs.

This is certainly one of the reasons why the decisions taken and also a considerable number of protocols and documents produced as an expression of concerted efforts have remained to a large extent nothing but words. Another reason for this stalemate is that to date no parliamentary pressure, no clearly defined intention, not to mention obligation, to arrive at results, exists. Essentially we have a situation in all Member States in which, following the reform euphoria of the late sixties and early seventies, the readiness to respond to realistic political impulses at Community level is overshadowed by other problems which have sprung up. We have, for example, the problem of the relationship between the education system and the employment system, which, in raising the question of the linkage of education to economic aspects, automatically throws up the problem of 'proper education' and the intrinsic value of education. At the same time it is necessary to establish the proper rôle of vocational training within this problem complex. This must of necessity impel all the Member States to not only do some rethinking concerning the relationship between vocational training and so-called general education but also to move towards a reorientation

¹ Co-presentation at the symposium of the Arbeitskreis Europäischer Integration held in Berlin from 8 to 10 October 1978.

and reevaluation of curriculum content. Only on the basis of longer-term planning in the field of education and vocational training can sights be set in the right direction in concerted effort.

The time when vocational training was understood exclusively in the sense of preparation for specific tasks within the work process is now far behind us. It must now be comprehended as that training process which recognizes, fosters, and develops a person's whole personality. On the other hand care must be taken not to overburden vocational training with too many general education subjects and consequently to jeopardize orientation to the practical demands of the working world. These aspects, combined with the impact of demographic developments in the field of education and training and the need to work with limited resources, open up the possibility that joint deliberations within the EC may provide new impulses.

Preconditions in the Member States

This possibility is in no way lessened by the fact that in view of the great variety of longstanding traditions and existing education systems in the various Member States the preconditions also vary. In the Federal Republic of Germany, for example, vocational training is characterized by the dual system under which instruction in the school is combined with training in the firm, whereas in other Member States vocational training takes place exclusively in the school to a greater or lesser extent, depending on the prevalent tradition. And yet in spite of these differences, similar problems arise even though the order of priority may differ.

Tasks of vocational training policy

What specific problem areas are involved and what approaches suggest themselves? Without simplifying too much, it could be said that at the present time all European countries are suffering to a greater or lesser extent from the consequences of economic, technological, and structural problems. In the field of vocational training it is problems related to youth unemployment, migrant workers, and female employment which give the greatest cause for concern, and a great many initiatives and programmes are directed towards the solution of these problems. It must be stressed, however,

that vocational training can contribute very little towards their solution. It is rather in the fields of social policy, labour market policy, and economic policy that action must be taken. Vocational training and vocational training policy cannot produce more jobs and therefore cannot reduce unemployment; this continues to be the task of an active economic and labour market policy. It is necessary that this be made clear from the start in order to avoid burdening vocational training policy, as happens frequently, with completely false hopes.

Only at the medium and long term can vocational training policy create better preconditions for and hence better solution approaches to the problems mentioned, it being obvious that persons who are well trained are less likely to join the ranks of the unemployed.

All the Member States must deal with a number of similar problem complexes which have relevance to vocational training policy, including the following:

- transition from school to working life. I refer here to the proper preparation of diversely gifted young people for working life, in particular qualification for admission to training;
- the redesign of curricula in order to adapt subject content to economic, social, and technological change; involved in this context is the creation of practice-relevant final qualifications and provision of training at a learning site which ensures closeness to actual on-the-job experience;
- transition from training to employment and the realization that flexible, demand-oriented continuing education in the sense of lifelong learning is essential;
- provision of specific facilities for the handicapped and for those who have difficulty in learning;
- provision at short term of a sufficient number of qualified training places, particularly for young people of the baby-boom age groups.

In addition to these central qualitative problems there are a number of quantitative problems arising out of the demographic development and the resources situation. However, these may be considered temporary from the aspect of vocational training, and therefore they do not come under consideration in this article.

Important impulses for common action arise out of the varying national situations and experiences gained to date. It is evident that cooperation among the Member States cannot be geared to the idea of harmonizing or indeed standard-

izing the national education systems. In view of the fact that competition, so to speak, between a variety of national systems can in the course of time strengthen the positive aspects of each system, harmonization is not desirable and indeed perhaps not even possible. Within the framework of a common approach to the problems involved, efforts should be directed primarily towards the elaboration of concrete solutions to specific problems. Problem-relevant situation analysis on a comparative basis, in particular concerning general preconditions and development trends, is of central importance. The exchange of information on studies of this nature and on national solutions is of high significance and of much greater value to actual practice than the elaboration of programmatic guidelines. It can be expected that information on national approaches to solutions within the actual vocational training process derived from such comparative studies can have the effect of fostering favourable commonalities and also finally of aligning the systems more closely. At the same time a problem would come closer to solution which today is causing considerable difficulty. Specifically, the final qualifications in the various Member States would be brought into a more transparent interrelationship of mutual recognition and thus create a better basis for freedom of movement.

European Centre for the Development of Vocational Training

The European Centre for the Development of Vocational Training is now involved in a very important task. In addition to identifying basic guidelines for vocational training policy, the Centre must serve as motor and multiplier at the level of day-to-day work. Although it is structured as an independent service of the Community, it can count on the close cooperation of the Commission, the EC Member States, and the social partners. The lesson was learned already in the short initial operating period that 'too many cooks' need not necessarily 'spoil the broth'. In particular the diverse opinions and considerations of the groups acquire new significance within the different framework. Group differences such as those between the employers' and the employees' organizations frequently relate to central rather than to vocational training-specific data. On the other hand the European Centre is burdened with expectations which at least during its initial operating phase it could not

satisfy. In accordance with its founding concept the Centre is expected to discharge three main tasks: assist the Commission in implementing a number of special measures, serve as a forum for practical cooperation at Community level among the social partners and the Member States in connection with concrete problems, and provide a framework for the exchange of experience and the elaboration of problem solutions on the part of public and private bodies responsible for vocational training. In view of these tasks and against the background of its founding regulation it was necessary for the Centre to develop specific activities and coordinate them in its annual programmes. The Regulation of 10 February formulated the aims of the Centre as follows: in addition to assisting the Commission it shall encourage the exchange of information and the comparison of experience; compile selected documentation relating in particular to the present situation, the latest developments and research in the relevant fields, and matters of vocational training structure; contribute to the development and coordination of research in the above fields; disseminate all useful documentation and information; and encourage and support any initiative likely to facilitate a concerted approach to vocational training problems. The Centre's activities in this respect shall deal in particular with the problem of the approximation of standards of vocational training with a view to mutual recognition of certificates and other documents attesting completion of vocational training.

Efforts to establish a concrete work programme have in the meantime progressed to a point far beyond the simple

listing of problems. There is now consensus among the participating groups regarding the significance of essential problem areas of vocational training and the solutions and promotion actions which appear promising. In view of their urgency, vocational training problems in connection with youth unemployment were dealt with in 1978. Attention is now being directed to obtaining more detailed information on measures of this type undertaken by the various Member States and also to studying and researching the problem of career selection and the motivation situation of young people as well as that of improving the general preconditions for transition from school to work.

The evaluation of seminar results serves the exchange of information and also opens up prospects of common development. Urgently necessary is a study on the basis of comparative analyses of national vocational training qualifications of what is going on in each Member State. These analyses are also to provide information on problem areas, development trends, and methods of financing. Knowledge of the diverse conditions prevailing will most certainly lead to initiatives in the direction of better coordinating and encouraging development in the various Member States. As soon as the necessary prerequisites can be established, comparative analyses of training levels and occupations will be taken in hand. A further important task is to study the effects of technological development on vocational training and the relationship between the employees's organizations and vocational training in this context. Seminars and expert consultations already conducted for specific economic branches have shown that such

studies are helpful in the task of determining the course development will take in the various Member States and identifying feasible problem solutions.

The Centre also undertakes to contribute to efforts to ensure equality of opportunity for women in the field of vocational training and concerns itself with the problem complex of vocational training for migrant workers (foreign workers and their families). Continuing education and in particular the training of trainers is a further area of activity. One very important ongoing task of the Centre is the production of suitable information media.

Prospects

It is my considered opinion that the importance of concerted effort in the direction of a common vocational training policy at Community level is steadily increasing and that the chances that such effort will prove successful are growing. Along with inherent limitations the general prevailing conditions at overall political level and the narrow prerequisites within which cooperation can take place will be decisive. I am inclined to place the same high degree of importance on both the endless number of practical difficulties involved and the frequent tendency to politicize the matter of vocational training and thus block progress. The availability of adequate funds for the implementation of action programmes is just as important as is an efficient language service which ensures the mutual understanding of subject content. The mistrust which still exists among the Member States can best be cast off by directing efforts primarily to finding solutions for concrete problems.

Dr. Bernhard Jenschke¹

Careers Information Centre Berlin – its aims and structure

Having been established in November 1976, the Careers Information Centre of the Labour Office of the *Land* Berlin, the first of its kind in the Federal Republic of Germany, can now look back on two school years of practical experience.

Results have shown that as a new vocational guidance instrument serving to supplement and expand existing aids in the field of careers selection by means of various types of access to information at both individual and group level, this Centre is providing valuable incentives in the direction of improved cooperation between the schools and the vocational guidance services within the framework of instruction in work science and careers selection.

Careers selection and information

Careers selection occurs within a very complex process of interaction involving a great variety of interrelationships. Along with the acquisition of knowledge as to how a decision is arrived at, transmitted in careers selection instruction in the form of clarification of relevant criteria, another important prerequisite for the proper selection of a career is the identification, collection, and evaluation of information which forms the basis for such decision. In other words, the extent to which a decision is carefully considered and rationally arrived at depends to a large degree on how comprehensively and objectively the individual selecting a career is informed as to his/her personal possibilities and the range of aspects involved.

Admittedly, however, the volume of questions as vocational training opportunities in school and in the firm, entrance requirements and duration of training, educational and personal prerequisites, occupational chances and developments on the labour market, and access and/or possibility of changeover to other occupations is such that neither via instruction

provided by the teacher or the vocational counsellor nor via individualized counselling geared to the specific personal situation can they be fully dealt with and properly answered.

Young persons faced with the problem of selecting a career are naturally interested in receiving as much information on these various questions as possible so that they can independently select for attention those aspects which are of decisive relevance to their specific situation. Self-information of this nature is, however, possible only when:

- the relevance of the information to careers selection is fully recognized;
- there is sufficient motivation to act on one's own initiative;
- the didactic preparation as well as the technical organization and preparation of the target group-specific information is such that the information is not only accepted but also selectively processed by the addressee.

In this process it is important that the addressee of the information himself decide on the information needed and the degree of intensity with which he

intends to process the matter selected. The opportunity to do so is provided by the Centre, which offers access to independent self-information and addressee-specific group orientation in accordance with the following guidelines:

- facilitated access by virtue of careful classification of comparable information,
- didactic processing of information for various target groups,
- provision of audiovisual media for the purpose of demonstration,
- active participation of representatives of the working world in order to ensure optimal proximity to actual work on the job.

Structure

The Careers Information Centre Berlin is set up in four sections:

- Information Section,
- Instruction Section,
- Lecture Section,
- Exhibition Section.

The Centre operates a media library equipped with television monitors, slide



Careers – Audio-visual presentation

¹ Head of the careers guidance section, Landesarbeitsamt Berlin (Labour Exchange of the State of Berlin).

projectors, and learning machines for individual use. It also has a technical library, selected documentation on careers of all types, two lecture rooms equipped with film projectors, several large classrooms, and facilities for exhibitions.

The media library with its 40 individual desks serves above all the purpose of self-information. Special information has been produced for specific occupations, areas of study, courses of training at technical schools, and other training opportunities. The users thus have access to carefully compiled and processed data collections, each containing a brief description of the career in question, a detailed career description (career sheets), vocational training regulations, a description of media available in the Centre, and further special information.

The brief description of the career, which the user may take home upon request, has a standardized form: a career category containing information on job tasks involved and continuing training opportunities, and a training category containing information on qualification requirements for training, course of training, and certificate/diploma obtainable.

A particularly important category of information provided is regional data on the various occupations in West Berlin, informing on the number of training firms (subclassified under industry and crafts) and the number of trainees subclassified according to sex and training year. Also indicated are the respective dates when training begins (varying in schools, for example), entrance requirements (for example, specific certificates, a certain grade average), and the respective standardized training allowances scaled according to training year. These data are taken from the official statistics of the respective chambers of industry/crafts and are updated every year so that trends can be identified.

A further category of information consists of regional data on the employment situation (number of workers employed in the specific occupation) and on employment opportunities (demand for replacements, openings for newly-created jobs, mobility of the economic branch involved, frequency of changeover to a job calling for the same skills and educational level). This information is compiled from the results of labour market research and occupational research and from Berlin regional data derived from the population and employment census.

The Careers Information Centre Berlin now has a stock of about 260 careers information folders. This means that in Berlin over 90% of the recognized apprenticeships and all training institutions at both technical school and university level are covered. Access to comprehensive documentation on careers of all types, which also contains the basic data needed to further develop the media library, provides a means of orientation as regards marginal occupations.

Media library

In connection with specific information in the folder reference is made to available media providing demonstration (short films, slide series, video tapes, and learning programmes). At each of the 11 desks provided with audiovisual equipment the user may call up the medium desired.

The career monograph films, which run only from five to seven minutes in order not to overtax the attention of the user, show the respective job tasks and the fields of application involved. What actually goes on at the job is thus clearly demonstrated, something that cannot be effectively achieved by verbal instruction alone.

The Centre now has a collection of 100 career monograph films and a further 100 films and documentation series on problems relating to careers selection and the world of work as well as 80 slide series and video tapes on individual occupations and occupational groups.

The technical library is now stocked with 6 000 books and over 100 journals relating to careers selection, occupational science, occupational research, and work science. The library will eventually contain 10 000 books and journals.

The Careers Information Centre Berlin is thus a collection centre for all important visual and audiovisual media which deal with questions relating to occupations and the working world and with the relevant didactics. All the media contained in the media library are systematically catalogued via EDP. A special service offered to teachers and social pedagogues is the compilation of literature and media collections on, for example, the problem of youth unemployment or employment opportunities for women.

Feedback to the working world

Supplementing the media as a source of information are lectures and seminars geared primarily to actual practice on the job and to direct feedback to the working world via discussion.

The Centre distinguishes between four types of theme-specific and target group-specific lectures, namely,

- lectures on special aspects of careers selection preparation provided for persons directly involved (parents, pupils);
- lectures organized as an information and discussion forum open to all who are directly concerned with careers selection (school directors, teachers, students, trainers, counsellors);
- lectures providing general information on current aspects and problems of the working world for all who are interested.

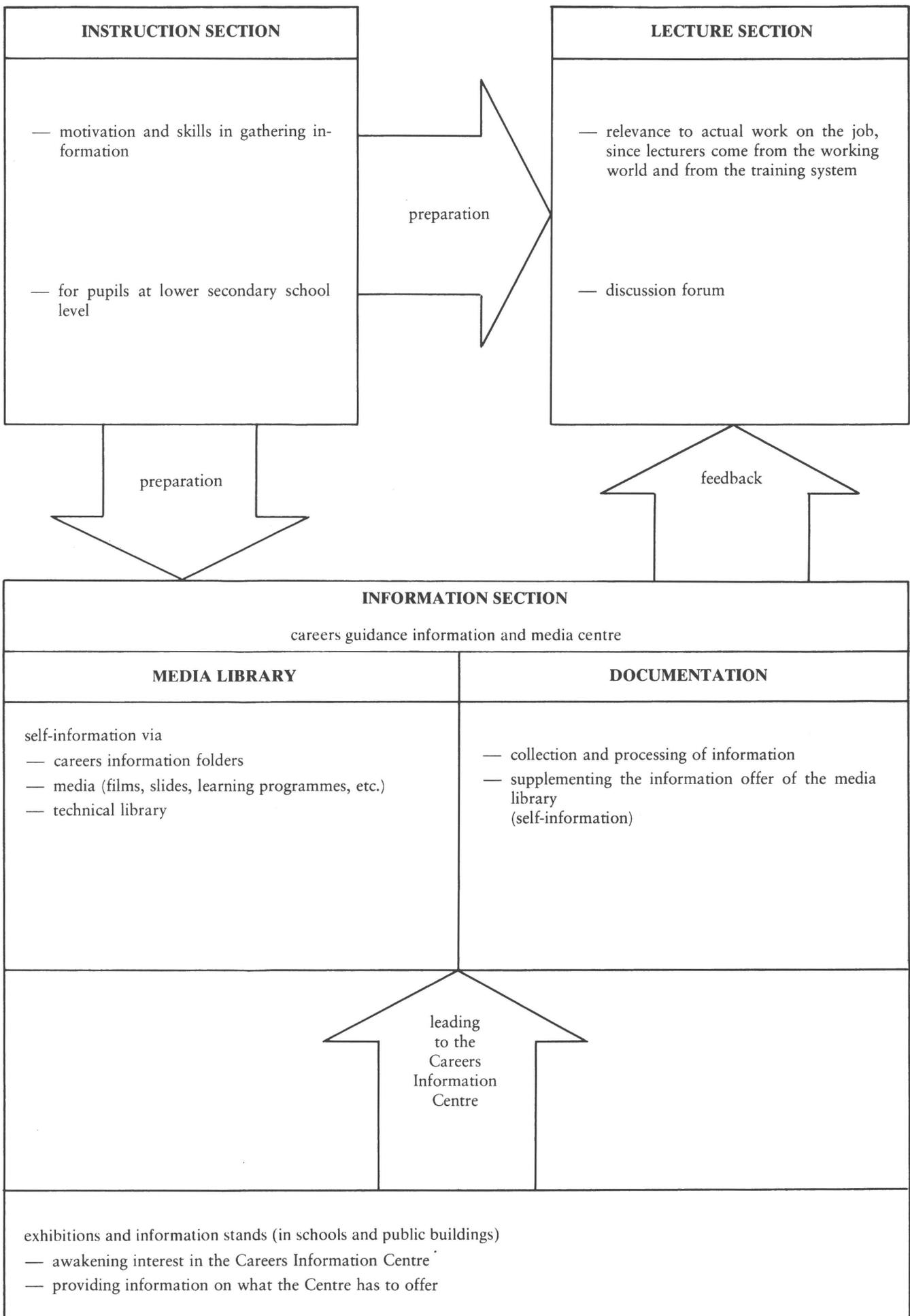
In addition to single lectures on selected topics, lecture series and discussion meetings are conducted on careers and career opportunities in collaboration with experienced trainers and representatives of the working world.

Every year special lecture series are held for graduates of lower secondary schools, upper secondary schools, and technical schools; for university graduates (on the labour market situation); and for the handicapped (on their occupational problems). These lecture series are conducted by experienced trainers from the working world and administration and by vocational training teachers and university teachers.

Training seminars are also conducted for specific target groups (for example seminars on careers selection training and training in the integration of handicapped children into the working world, open to teachers).

Careers information and work science instruction within the framework of careers selection instruction

It is obvious from this review of the aims and structure of the Careers Information Centre Berlin that within the framework of careers selection instruction that aspect of work science which relates to preparation for careers selection plays an important rôle. Included in careers selection instruction, therefore, is a four-hour visit to the Centre in the form of group orientation. The didactic value of this





A career discussion session at the Centre

group orientation lies in the transmission of information via the media and familiarization with the techniques of obtaining further desired information.

The purpose of this careers orientation visit to the Centre is to familiarize young people with the manifold opportunities to acquire information. At the same time they are to become motivated to come to the Centre by themselves or with their parents during the course of their careers selection process in order to obtain careers information either as a preparatory step or supplementary to individual occupational guidance being received. Each visiting pupil is given a careers selection schedule and important information sheets on further aspects involved in careers selection.

Following the trial year 1976-77 the Centre expanded its staff and equipment so that from the school year 1977-78 on each pupil attending school at lower secondary level in Berlin (West) can visit the Centre once as part of obligatory class instruction. Now that careers selection instruction has been introduced in the schools, along with other careers orientation measures of occupational guidance, this visit has been integrated into the school curriculum.

The Centre publishes a magazine entitled *Careers Information* for teachers in the Berlin schools (above all teachers of work science), the purpose being to maintain constant contact with these most important multipliers. The magazine contains current data and informa-

tion on the broad field of training and the labour market situation in Berlin (West), important information on problems of careers selection and on career-relevant subject matter, and references to available teaching materials, media, and literature. The magazine is intended above all to provide background information and technical information for use in careers selection instruction.

Progress control and further development

In the interest of further developing cooperation with the schools, improving opportunities for self-information, and optimizing the technical content of the information provided, systematic effi-

ciency and progress control of such a new institution is absolutely necessary. In addition to compiling statistics on user frequency in the four sections of the Centre, the rôle of the media in the information process and the content and design of the media being offered must be thoroughly studied. For this latter purpose enquiries are conducted. In cooperation with a scientific institute the Centre is also planning to launch a research study on the effectiveness of the information being provided and the efficiency of the media in use. This will be undertaken in connection with an analysis of the behaviour of young people *vis-à-vis* information offers in the field of careers selection. The research study will be financed by the European Community.

The following working hypotheses, set up in the light of practical experience already gained, are to be examined:

- Self-information offers meet the needs of young persons seeking assistance in the task of selecting a career.
- Self-information offers promote rational behaviour in that more information is available, alternative solutions can be compared, and criteria awareness can be intensified in the course of a systematic planning of careers selection.
- Audiovisual information within the framework of self-information promotes learning processes. Furthermore, by taking advantage of this method of information transfer, the user can avoid emotional conflicts often involved in information transfer via occupational guidance from counsellors in either group or indivi-

dualized form. Information which the recipient considers to be negative can be more objectively absorbed and frustration which frequently arises in connection with efforts to establish a relationship of confidence between a counsellor and a young person seeking guidance can be avoided to a considerable extent if transfer is via the media.

- In their function as resource centres, self-information institutions can effectively supplement careers selection instruction and encourage greater cooperation.

Although frequency of use is certainly no adequate yardstick for measuring success and evaluating the extent to which the expectations of the users have been met by the Centre, the following figures taken from its first two years of operation certainly testify to the fact that the direction in which the Centre is moving is right:

- over 54 000 persons used the media library, where about 600 short sound films are shown each week;
- during the 1977-78 school year roughly 23 000 pupils underwent instruction at the Centre;
- over 340 lecture events attended by a total of 23 000 persons were conducted;
- at approximately 200 other lecture events interested groups (teachers, school directors, department heads, social workers, and representatives of the social partners) were informed on the work programme and the aims of the Careers Information Centre.

Two further careers information centres have now been opened in Dortmund and Hamburg, and labour offices are planning to establish still other centres within the framework of their expansion programme. The management board of the Federal Labour Office is initiating a long-term programme to set up careers information centres in all cities and conurbations having more than 50 000 inhabitants. In addition, smaller self-information facilities within the labour offices and mobile self-information units serving schools and other public institutions are to be developed and installed.

It is gratifying to know that the concept of self-information with the aid of media has already spread beyond the borders of the Federal Republic of Germany. A centre has been opened in Zurich, for example, and other centres are in the planning stage in other cities of Switzerland. Efforts are now under way in Athens to set up a careers information centre in that city. Pointing in the same direction as the careers information centre is the job library now being promoted in Great Britain by the Manpower Services Commission. Pilot job libraries are already operating in Eastbourne, Wrexham, and Edinburgh in close collaboration with the job centres.

It would certainly be most helpful if in the interest of further developing in optimally economic manner a comprehensive system of careers orientation for young people in the Member States of the European Communities the results of the research study described above would lead to an active exchange of experience at supraregional level.

INFORMATION

CEDEFOP

Annual Report 1978 – extracts

The CEDEFOP Annual Report for 1978 was adopted at the March meeting of the Management Board. Extracts from the main points in the Report are given below:

Foreword

The European Centre for the Development of Vocational Training (CEDEFOP) was established by Regulation (EEC) No 337/75 of the Council of 10 February 1975 and the Director and Deputy Directors were appointed by the Commission. The staff of the Centre were recruited from the beginning of 1976 to November 1977. In December 1978 the Centre staff numbered 32 (28 holding posts provided for in the list of posts and 4 local staff).

The Centre was created to assist the Commission in the development of vocational training. It is governed by a quadripartite Management Board (three representatives of the Commission; nine representatives of the unions; nine representatives of the employers' organizations; nine representatives of the governments). Two coordinators, one for the Employers' Liaison Committee and one for the European Trade Union Confederation, were invited to attend the meetings of the Management Board.

A major rôle of the Centre is that of an active intermediary for the exchange of experience and information among policy-makers and practitioners in vocational training in the various Member States. It must furthermore assist the Commission in its efforts to promote a common vocational training policy and help those responsible for vocational training to take initiatives and to discuss them with the respective governments.

For this purpose CEDEFOP must encourage and support efforts of its partners:

- to obtain better knowledge of what is happening in other Member States;
- to achieve a better understanding of why the situation is different in neighbouring Member States;

- to identify problems awaiting solution;
- to think in terms of international cooperation.

The work programme – introduction

The Management Board gave two priority areas attention in 1978, namely:

- the work to be carried out on the contributions which vocational training can make to improve the situation of young people in respect of employment and specifically during transition from school to work, taking into account the Resolution of 13 December 1976¹ and the Commission Recommendation of 6 July 1977;
- the collection and dissemination of information in the interest of achieving better understanding of the national vocational training systems and their financing.

These priorities govern the policy of the Centre with regard to the action already taken and the allocation of tasks.

The lines of action formerly required of the Centre by the Management Board have not, however, been abandoned. They reflect the basic features of the social action programme adopted by the Commission in 1974. Accordingly the Centre has devoted attention to the target groups youth, women, and migrant workers. In consideration of future developments, CEDEFOP has also dealt with the question of continuing vocational training and the effect of the development of qualifications on vocational training.

The approach taken in respect of the studies and surveys differs:

- some studies serve the purpose of producing a synthesis of the information available in the nine Member

States of the Community, as is the case with the youth studies. Other studies have been limited in the initial phase to selected Member States, as in the case of the studies on the financing systems; – other studies aim at identifying trends by observing practical training activities in cooperation with the practitioners themselves. In most cases the experimental approach adopted involves all nine Member States; occasionally the initial investigation phase is limited to certain Member States.

The Centre also attaches considerable importance to its task of disseminating information concerning not only its own work or that conducted at Community level but also the results obtained in the various Member States.

In addition to the development of studies and research work, part of the resources of the Centre have been directed towards the production of information and documentation instruments.

A unique feature of the work of the Centre lies in the composition of its Management Board. The work is carried out in such manner that the social partners and the government representatives are actively involved in the operational process. The objectives, methodology, and analysis of interim results are discussed in working groups made up of experts, policy-makers, and practitioners from the various Member States.

The projects for 1978: studies and surveys

Youth unemployment

Work in 1978 was centered on vocational preparation, that is to say, initiatives which have been taken and which are to be developed in order to facilitate the transition of young people to working life. From the beginning this work has been linked to the initiatives taken by the Community institutions (Resolution of

¹ Resolution of the Council and of the Ministers of Education meeting within the Council of the European Communities.

December 1976¹ and Recommendation of July 1977²).

The education systems do not provide an adequate answer to the demand for improvements with regard to the entry of young people into working life. Too many young people leave the education system without having acquired qualifications, and in view of the current high level of unemployment they are thus particularly vulnerable. A conference organized by the Centre in May 1978 represented a significant phase in the development of this subject area.³

The conference, which was attended by 60 participants from the nine Member States, the majority having been named by the Management Board, underlined the importance of the qualitative and quantitative development of vocational training provision. It was agreed that in order to improve the situation of young people, vocational training had to be better oriented to both the education and employment systems.

Such a concept should promote the development of systems providing for periods of training at school alternating with periods of work in the enterprise, with an educational link between the two. In 1979 work will be continued along these lines with the aim of obtaining better knowledge of the situation and developments in the various Member States and gathering information on the results of the various training measures, the access of young people to these measures, and details of research work in progress.

Equal opportunities for women

After the Seminar on Equal Opportunities and Vocational Training, held in September 1977,⁴ CEDEFOP, assisted by the follow-up group of the seminar, developed a three-phase action programme:

- identification of recent innovations in vocational training and guidance in the Member States;
- promotion in the enterprises of training policies designed to improve career opportunities for women and to make existing jobs more accessible;
- a contribution towards a change in attitudes through the development and dissemination of information on these initiatives.

The first item of this programme was implemented in 1978. In each Member State the work of identifying training activities was assigned to a national team set up on a tripartite basis. The national reports are due in the first half of 1979.

Consultations have begun on the second point with the aim of producing a feasibility report.

Concerning the third point discussions are in progress with the responsible services of the Commission, in particular with the Bureau for questions concerning women's employment, in order to establish the specific contribution to be made by the Centre.

In the meantime the results of the seminar have been published in six languages. There has been such demand for this brochure that it has had to be reprinted.

Vocational training for migrant workers

It was necessary to make a choice from among the multitude of problems relating to migrant workers. The Centre decided to look into two questions:

- Is migration in Europe undergoing a change? If so, in what way must the vocational training provision be adapted?

A study of the movement of migrants from Italy to the Member States of the Community has shown that a significant change is taking place with regard to qualifications. Accordingly, vocational training must be adapted to these changes. Consideration must be given to preparation in the country of origin, integration in the host country, and preparation for return. The results of the seminar held at CEDEFOP in December 1978 will be evaluated in cooperation with the Commission in 1979.

- Problems specifically relating to young migrants. The difficulties which these young people experience are of great importance and involve a real risk of social marginalization.

Before investigating the problem throughout the whole of the Community, an initial study was launched in cooperation with the Bundesinstitut für Berufsbildung (Federal Institute for Vocational Training), a public institution of the Federal Republic of Germany headquartered in Berlin (West). The purpose of this study is to identify the difficulties faced by the major national groups of young migrants in the Federal Republic of Germany. This study will be completed in 1979.

Continuing education and training

Two initiatives were taken in 1978. The first involved the analysis of training provision on the basis of selected innovations, with the aim of identifying trends. A working group was set up to conduct a survey by questionnaire involving 500 training institutions. The Centre has now collected information on 480 training experiments, approximately 250 of which will be selected for use in an innovation file in 1979.

The file itself is designed:

- as an aid for the exchange of information and experience among training practitioners,
- as a source of reference which will be regularly updated.

The second initiative, which in the initial phase is limited to three Member States, serves to identify by way of case studies the links between training and the creation of new activities (the creation of small enterprises, activities promoted by local communities, etc.). This work is still in progress.

Without neglecting the non-vocational aspects of continuing education, the Centre decided to concentrate on training activities for adults which are designed to improve, maintain, and create jobs.

Technological development

It had already been decided in 1977 to investigate the effect of technological development and changes in the production systems in certain branches of industry. However, the Centre experienced some difficulty with regard to the steel and chemical industries. It will therefore be necessary in the future to determine more exactly the feasibility of such activities.

In 1979 work carried out to date is reflected in two initiatives:

- cooperation with the bipartite international training organization of the construction industry;
- cooperation with CEPFAR on the basis of a case study in the dairy industry; this project involves four Member States.

Comparative studies on the national vocational training systems

This is one of the most difficult tasks of the Centre. The object is to produce reports permitting a comparison of the diverse systems to be made. A review of the wealth of literature already available on this subject underlines this difficulty.

¹ OJ C 308 of 30.12.1976.

² OJ L 180 of 20.7.1977.

³ See *Vocational Training Bulletin* No 2-3, 1978.

⁴ See *Vocational Training Bulletin* No 3-4, 1977.

There is practically no common basis for comparison, and little or no consideration has been given to the fact that the reader analyses the material in the light of his own national system.

The Centre has now launched a series of simple and coordinated national studies. These will be completed in 1979 and will provide the necessary background information for future comparative studies.

This initial contribution will also serve as a background for studies on specific subject areas. In 1978 the Centre conducted a study on the systems of financing vocational training in four Member States.

Finally, the Centre cooperated in activities initiated by the EC Directorate General Employment and Social Affairs in 1977. Involved was a comparative study of French and German studies on the complex relationship between qualifications, vocational training, and job content. This study was extended to cover Italy and the United Kingdom, and in 1979 it will also cover the Netherlands.

The development of information and documentation instruments

At present the publication of a catalogue of institutions is in preparation. It will

contain essential information on approximately 150 institutions and organizations playing an active rôle in the field of vocational training in the Community and outline the objectives and tasks of these institutions. Subsequently these institutions will be called on to join together in a network so that they may exchange information which is of significance for the development of their activities.

Copies of the Annual Report, which contains detailed information on the 1978 Work Programme, may be obtained from CEDEFOP.

Training projects for young people

UNITED KINGDOM

Work experience for young people

Early in 1978 a task group was set up to advise the Director of Special Programmes of the Manpower Services Commission on the promotion of improved learning experiences. The *PROFILE* task group consists of people with a wide variety of knowledge and experience relevant to the education and training of young people and is serviced jointly by the Manpower Services Commission and the Department of Education and Science.

In February this year the task group published some guidelines to help sponsors introduce new and improved learning techniques for young people being trained under the MSC's Youth Opportunities Programme. Entitled 'Making Experience Work', the report stresses in particular that work experience gained on the job and educational training off the job are equally important and should be blended to give maximum benefits. The report is in four parts: first setting out the principles, second the guidelines, third implementing these two aspects in the Youth Opportunities Scheme, and finally future developments.

The guidelines suggest that young people should gain experience of a range of occupational skills and progress through systematically planned experiences in the circumstances of real work; self-management skills for work and other adult responsibilities; related studies supporting the development of these various skills; working in a group of adults; and a variety of types of work, so that future job decisions can be based on some personal experience.

The *PROFILE* task group is preparing other publications and activities which should help those anxious to implement the principles, for these guidelines are necessarily of a general nature. It would have been impossible to be specific for the great variety of sponsors and schemes and it was therefore felt that the best way

of being practical was to ask groups with special interests to use the principles and guidelines as a framework for a paper of their own.

Source: Making Experience Work, Principles and Guidelines for Providing Work Experience. MSC, 1979.

New training opportunities for women

In March 1979 the Engineering Industry Training Board launched three new initiatives intended to aid the recruitment into engineering of young women with the right qualifications. The number of women employed at present in the technical areas of engineering in the United Kingdom is small in comparison with many other countries. Only about 1 in 500 of the people who qualify here as professional engineers are women, whereas the figure in the United States is 1 in 50. The British engineering industry employs over 200 000 technicians, of whom only about 4 000 are women.

The first initiative is the direct result of a scholarship experiment on a small scale for girl technician trainees which has been conducted by the Board during the last three years. Up to 250 special grants will be available for the training year beginning September 1979 for firms who recruit girls to train as technicians or technician engineers over and above their normal intake of technician trainees. To be eligible for a grant, which amounts to UKL 5 000 paid in instalments during the first 18 months of training, the firms must already satisfy the Board's criteria in the field of technician training.

Starting in 1980 the Engineering Industry Training Board will offer 50 undergraduates bursaries worth UKL 1 500 each, to be competed for by young women who are considering a career in engineering. Award holders will be required to read engineering on a degree course which is approved by the Council for Engineering Institutions and which is also of major interest to manufacturing industry. It is intended that bursary

holders will be sponsored by companies in engineering manufacturing industry in order to provide approved practical experience.

The third measure is for girls at school who think that they might have an aptitude for engineering at the professional level. A one-week residential programme called 'Insight 79' began on 22 July at Loughborough University. The girls chosen, all of whom will be candidates for Advanced Level General Certificate of Education subjects in mathematics and science, will have learned about the kind of work involved in the various degree courses which form the essential foundation for the training of professional engineers. A brochure publicizing the course was circulated to schools.

Source: EITB Press Release PR 3/79.

FEDERAL REPUBLIC OF GERMANY

Preparation in schools for working life

The Ministers of Education of the *Länder* have been in consultation regarding the implementation of the *Bund-Länder* programme aimed at reducing the employment risks of young people. The Permanent Conference of Ministers of Education of the *Länder* is addressing itself to the task of improving the preparation of young people for life in the working world. This is considered necessary in view of the fact that current difficulties on the labour market and problems in the field of training are rendering it increasingly difficult for young people to arrive at a decision concerning the career they would like to enter on. It is important to note in this context that each year approximately 827 000 young people, or 88% of all young people between the ages of 15 and 19, are having to decide on a career, with this number still increasing as the baby-boom age groups enter adulthood. The Ministers of Education are therefore desirous of doing all they can within the framework of the possibilities open to them to help solve the problems involved.

In the opinion of the *Länder* one of the tasks of the schools is to prepare young people for working life. This implies that in all types of school in the general education system preparation for the requirements of the working world and preparation for career selection must constitute part of regular instruction. Cooperation between the schools and career guidance services in transmitting relevant knowledge and skills is thus of high significance. As early as 1971 the Federal Labour Office and the school administrations recognized this need, and regular contact aimed at coordinating and improving ongoing measures is maintained.

Each type of school is offering subjects intended to help prepare young people for working life. The extended primary schools have classes on work science, economics, and technical subjects; the lower secondary schools offer courses on legal affairs, social affairs, politics and world affairs, economic and social science, and social work; and the academic secondary schools include social affairs, politics, economics, and civic affairs in their curriculum.

For the seventh to tenth grades of lower secondary schooling further measures include the use of additional instruction material on the working world, distribution of information material provided by the Federal Labour Office, use of audiovisual media, and the services of career counsellors. Visits to firms combined with practical in-firm experience also play an important role.

In connection with the redesign of curricula at lower secondary school level the Permanent Conference of Ministers of Education is undertaking to harmonize the general conditions and the objectives of instruction which prepare young people for working life. Aspects of teacher training and the development of teaching materials are also involved in this context.

Professor Dr Walter Braun, Minister of Education and President of the Permanent Conference, has stated: 'The prime purpose of all these measures is to ensure that following completion of compulsory schooling, young people are able to become properly prepared for working life.' In Dr Braun's opinion trade and industry must do their share in working towards this objective.

Preparation in schools for working life

Report of the School Committee of the Permanent Conference, approved by the Conference in April 1979

Background

The Permanent Conference of Ministers of Education requested its School Committee on 20 January 1977 to study the problem complex of preparation in schools for working life and report back on its findings. This request stemmed from a corresponding proposal brought forward by the Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung (*Bund-Länder-Commission on Educational Planning and Research Promotion*) in connection with its programme on the implementation of urgent measures serving to reduce the employment risk of young people.

Procedure

Departing from a draft list prepared by the *Land* Bremen, the School Committee prepared a list of questions aimed at identifying the content and scope of the task at hand and conducted an enquiry in the various education administrations. On the basis of the comments received from the *Länder*, the Secretariat of the Permanent Conference prepared the following report for presentation in plenary session. The report was approved at the plenary session of the Permanent Conference of Ministers of Education of the *Länder* which took place on 20 and 21 April 1979.

Report

The task of preparing pupils for life in the working world falls under the main objectives of instruction in accordance with the regulations of the *Länder*, including the educational plans, governing the school system. Pursuant to the decision of the Permanent Conference of Ministers of Education of 5 February 1971 on cooperation between the schools and career guidance services, the transmission of basic knowledge and skills in this field is a task which must be discharged by the schools and the career guidance services working together in close cooperation. The *Länder* have already initiated a great variety of measures in fulfilment of this obligation.

1. Instruction

In order to prepare young people for working life, the extended primary

schools and the comprehensive schools offer courses in work science, economics, and technical subjects (for example technical work, textiles, and domestic science). These subjects are part of the regular curriculum for the seventh, eighth, and ninth grades, occasionally also for the fifth and sixth grades.

Along with or instead of the above subjects, the lower secondary schools offer legal affairs, social affairs, politics and world affairs, economic and social science, and social work during the last three grades. The academic secondary schools offer social science, politics, economic sciences, and social studies, all subjects preparing for working life. In Lower Saxony technology and introduction to economic life are offered in the ninth and tenth grades as selective subjects, each covering two hours a week.

The special schools use the same curriculum as the regular schools do, to the extent that this is possible. Schools for the handicapped offer work science, economics, and technical subjects.

2. Teachers and counsellors

None of the *Länder* other than Berlin, Rhineland Palatinate, and Baden-Württemberg have adopted the practice of having a career counsellor take over regular school instruction. Instruction is provided by the school teachers.

3. Teaching materials

A variety of teaching materials are available. These include, in addition to the regular textbooks, a great deal of information material produced by the Federal Labour Office. Audiovisual media are also in use.

4. Pilot projects

Pilot career selection instruction projects, in which under the agreement on cooperation between schools and career guidance services new types of cooperation can be tested, are now being conducted in the schools of several *Länder*, very frequently with the effective support of the Federal Labour Office. In Berlin career selection instruction is being offered in the academic secondary schools. In connection with the pilot career selection instruction project now ongoing in Rhineland-Palatinate a representative survey on the

effects produced by career selection instruction is being conducted. The results are not yet available, but if they are favourable the possibility of following this example should be taken into consideration.

5. Visits to firms

Visits to firms coupled with practical in-firm experience constitute one of the measures of cooperation between the schools and the labour offices recommended by the Permanent Conference of Ministers of Education. These visits enable the pupils to gain an insight into the actualities of the working world, supplementary to their school instruction. In recent years visits to firms coupled with practical in-firm experience have become part of the curriculum in the extended primary schools and the comprehensive schools in most of the *Länder*. Some of the lower secondary schools and academic secondary schools also provide for such visits.

6. Counselling

Cooperation between the schools and the career guidance services in the field of career orientation involves above all the following tasks:

- coordination of semester opening and closing dates,
- career guidance for pupils,
- provision of room space and media,
- distribution of information material provided by the labour offices.

The counselling of pupils by career guidance officers usually takes place in the school room during school hours (this is not so in Berlin and Hamburg).

The *Länder* are in agreement that the counselling of pupils must be improved. The following steps are therefore being recommended:

- shortening the waiting time for appointments with the labour office,
- conducting group consultations in schools following the initial discussion in the school,
- closer cooperation between the school and the career guidance service,
- individual counselling,
- gearing the counselling more closely to the labour market situation,
- conducting aptitude tests.

7. Future development

The task of preparing young people for working life is one in which all the schools participate in various manners,

according to the subjects they offer. In order to ensure that in all types of school the work of discharging this task is done effectively, it is necessary to harmonize all concepts on the objectives, contents, and demands placed on instruction preparing for career selection and working life. In connection with curriculum redesign in lower secondary schools the Permanent Conference of Ministers of Education is now undertaking to harmonize the general conditions and the objectives of such instruction. Particularly important in this exercise is a description of the subfields of this overall task and agreement on the prerequisites for this type of instruction, including relevant teacher training and the development of suitable teaching materials.

Implementation of the measures and improvements described above is urgently necessary. Nevertheless, there appears to be little possibility that by virtue of introducing effective measures serving to better prepare young people for working life the employment risks facing young people can be reduced to any great extent.

Youth unemployment is primarily a problem of the employment system rather than the school system. Only by providing sufficient training places and jobs can the right of young people, also those of the baby-boom age groups, be guaranteed. This is something the school cannot accomplish by itself.

Source: Permanent Conference of Ministers of Education of the *Länder*.

BELGIUM

Observation and orientation centres for young people

The combat against youth unemployment has been intensified by a whole range of new measures. One of the most original approaches is the establishment of observation and orientation centres for young people. Activities in the centres seek to:

- foster a positive attitude among young people to their employment problem (changed approach to job-seeking, vocational training, etc.);
- sensitize and motivate young people as regards undergoing vocational training by placing them in actual learning and observing situations which are representative of the various occupations for which instruction is provided and thus help to transmit a more realistic picture

- of the nature of working conditions prevailing in the various occupations;
- examine the suitability of each individual for a course of vocational training by monitoring his/her motivation, abilities, and behaviour;
- provide the placement services with statistical information with a view to more effective placement.

Of greater significance than the quantitative results obtained from these centres are the qualitative results:

- the comprehensive nature of the observation facilitates the elaboration of more reliable prognoses on the likelihood of success in any given course of vocational training;
- the fact that the learning and observation situations are realistic implies greater success in the sensitization and motivation processes than that to which any mere discussion, questionnaire or test could aspire;
- the very fact that the young people have attended the observation centre renders them better prepared as regards course content, working methods, and security aspects when they begin a vocational training course, which in turn promotes more effective and more rapid integration into the training centres;
- the instructors at the vocational training centres can avail themselves of a comprehensive file on the trainees and are thus able to better structure training to meet the needs of the individual.

At present there are 17 such centres for young people in Belgium.

Source: ONEM, Brussels.

FRANCE

Readoption of youth unemployment measures

(Law No 78-698 of 6 July 1978)

In its endeavours to combat the unsatisfactory employment situation the French Parliament has readopted for 1978 the legislation of 6 July 1977 regarding the recruitment of juveniles and extended its provisions to include a number of categories of women. The legislation provides for the transfer of responsibility for the payment of social insurance contributions from the employer to the State and for the continuation of the projects to promote in-firm vocational training courses and other specific training courses.

With a view to promoting recruitment provision has been made for the State to

assume responsibility for half of the social insurance contribution normally incumbent on the employer for a specific period of time for:

- young people aged between 18 and 26 years and recruited between 1 July 1978 and 31 December 1979 who completed their general or university education less than one year before the date of their taking up employment;
- unemployed women, irrespective of age, who less than two years before the date of recruitment have become widowed, divorced, or separated, or are single with a dependent child.

The period during which State finance is available is 12 months following recruitment.

If the employer is to avail himself of this benefit he must prove that the number of staff in his employ on 31 December 1978 or 31 December 1979 is greater than that on the same day in the preceding year. The number of employees for whom a reduction is claimed in this connection may not exceed the increase in the number of staff during the year in question.

The entire sum of the social insurance contribution is borne by the State for young people recruited on the basis of an apprenticeship contract between 1 July 1978 and 31 December 1979. The period for which the State assumes responsibility for contributions is restricted to 12 months from the day of recruitment.

In addition, the legislation provides for continued promotion of in-firm vocational training. The courses are of four months' duration and seek to provide occupational experience for young job-seekers aged between 18 and 26 years and to unemployed women who are widowed, divorced, separated, or single with a dependent child. The training courses are restricted to manual activities only and include a minimum of 120 hours of theoretical training. The trainees are not employed on a contractual basis. They receive an allowance from the State amounting to 70 % of the legal minimum wage (SMIC) which is supplemented by remuneration from the firm amounting to 20 % of the SMIC. The works' council or, where appropriate, the staff representatives are consulted with regard to the structuring of the training courses.

The employers are allowed to deduce from their obligatory contribution to the vocational training funds (which is otherwise equal to 1.1 % of the total payroll) the expenses they have incurred in provi-

ding training courses and the proportion of the trainees' allowance for which they are responsible, provided that these do not exceed 0.1 % of the total payroll.

Finally, the legislation provides for continued promotion of the occupational integration courses provided in vocational training centres for young job-seekers aged between 18 and 26 years as well as for unemployed women who are widowed, divorced, separated, or single with a dependent child. The courses are of six months' duration and comprise both theoretical and practical training as well as a period of training within a firm. The trainees are entitled to an allowance from the State which is equal to 25 % of the SMIC in the case of juveniles under 18 years of age, 75 % of the SMIC for those aged between 18 and 26 years, and 90 % of the SMIC in the case of women over 26 years of age.

The second employment programme to promote youth employment, although less attractive to employers than the preceding programme, will affect more than 300 000 young people. The programme is financed for the main part by the State, which has been able to draw on two obligatory transfers of funds levied from the employers in September 1978: 0.2 % of the payroll from all firms subject to participate in the vocational training financing scheme (to the value of 1.1 % of the payroll), this 0.2 % being deductible from this latter participation, and 0.1 % of the payroll from all firms subject to the apprenticeship tax (0.5 % of the payroll).

Reactions on the part of the employers' organizations and the trade unions

1. Trade unions

Confédération française démocratique du travail-CFDT (*French Democratic Confederation of Labour*)

'In approaching the problem of supplementary training courses to facilitate the transition between school and working life it is essential to clearly recognize and remember that although training is indeed an indispensable accompaniment to the pursuit of a policy of full employment, it does not constitute the driving force behind such a policy. The fundamental criticism which we would level at the measures currently being implemented is, accordingly, that they revolve exclusively around the search for a temporary alleviation of the present youth unemployment problem and that they thus do not render any less pressing the

real issues, namely, creation of jobs based on a boom in consumption, satisfaction of the social needs of the population, establishment of a new regional, national, and international equilibrium - in other words, a new type of development. There also arises the problem of the distribution of the jobs available, which in turn raises those of the reduction of the working week and the advancement of retirement age, for example.

In default of due consideration of these aspects, the measures adopted with respect to youth unemployment will amount to nothing more than a shifting of the unemployment problem to other age categories and have no permanent effect. This aptly describes the present situation.'

Confédération française des travailleurs chrétiens-CFTC (*Confederation of French Christian Workers*)

'It is regrettable that for the second consecutive year supposedly "exceptional" measures have been adopted to promote employment. We are very conscious of the fact that, in addition to the danger of the exception becoming the rule, the effects of exceptional measures cannot indefinitely be succeeded by those of more exceptional measures and that the 1978 measures will exert far less influence than those of the preceding year.

After the announcement by the Minister of Labour of his intention to launch a medium-term action programme in October to alleviate the problems of youth unemployment, the CFTC is looking forward to seeing the adoption of measures which are not sporadic and exceptional.'

Confédération générale des cadres-CGC (*General Confederation of Salaried Staff*)

'The CGC is sceptical as to the results which the measures can be expected to bring...

Considerations of a fundamental nature cause the CGC to reject not the idea of such measures as such but the method of their financing chosen.'

Confédération générale du travail-CGT (*General Confederation of Labour*)

'It is difficult to make the illusion last very long when the fundamental problems, especially that of creating the thousands of jobs necessary, still remain unsolved...

In the light of this situation the CGT would like to make its own clearly formulated proposals which, instead of seeking to provide the employers with cheap, temporary, and young labour, would allow young people to actually overcome their difficulties:

1. A stable and skilled job: a recruitment commitment signed by the host firm, a regular employment contract of unspecified duration which accords juveniles the full status of worker within the framework of social legislation, and collective bargaining agreements protecting other categories of worker;
2. Reasonable remuneration: at least the SMIC for juveniles having no qualifications and an allowance greater than the SMIC for the remainder, varying according to qualifications already obtained and the degree of skill required for the job occupied;
3. Higher quality in training: training leading to recognized qualifications in accordance with the objective of enabling all juveniles to undergo vocational training, advanced training and, having acquired a qualification, to be able to put it to good use;
4. Supervision of the entire system by the workers, their delegates, elected representatives, and trade union organizations.

CGT Force ouvrière-CGT FO (CGT Labour Force)

'Youth unemployment is to a large extent the consequence of a reticence on the part of the employers to recruit staff.

The shortage of jobs should not be camouflaged by the disconcerting development of a series of short-term schemes to cover the transition between school and working life which are based on the claim that juveniles are insufficiently qualified.

An effective solution to the problem of youth unemployment must revolve around a conscious policy to promote employment and stimulate the economy as well as far-reaching changes in the initial education system which would facilitate adaptation to and integration into working life for young people.'

Fédération de l'éducation nationale-FEN (National Education Federation)

'The FEN recognizes for its part the necessity of measures designed to prevent a situation in which apprenticeship for young people constitutes nothing more than a succession of precarious jobs

interspersed by registrations at the National Employment Agency (ANPE). However, one essential observation must be made: unemployment among young people can be solved only if measures are first taken to stimulate the creation of jobs, the shortage of jobs constituting the major stumbling block in boosting the economy. This aspect is an essential element of the solution, even though it is in itself not sufficient to solve the problem.

We want to see all young people undergoing a full course of vocational training and finding a steady job. The education system should be put in a position to fulfil its task in this fundamental domain.'

2. Employers' organization

Confédération nationale du patronat français-CNPF (National Council of French Employers)

'The results of the 1977 Employment Programme for young people, namely, a large reduction in the number of juvenile job-seekers, show that job rejection is not as common as is sometimes maintained: a total of 570000 jobs have been provided within the framework of the legislation adopted on 5 July 1977. The Employment Programme thus represents a significant package of measures to promote the occupational integration of young people.

The measures adopted in 1978 will have less impact than those of 1977: partial (instead of full) assumption of social insurance contributions for recruits, restriction of practical courses to manual occupations only, which implies the *de facto* exclusion of young women, and restrictions as regards the financing of training activities.

They have, however, been extended to include single women and women wishing to resume an occupation. This is the most significant aspect.'

Source: Centre INFFO, Paris.

Integration of young people into working life

Provisional results of Employment Programme II and governmental projects for 1980

In all the EC Member States young people are finding difficulty in becoming

integrated into the working world and constitute a large proportion of job-seekers. As is the case in other European countries, unemployment in France increased between 1978 and 1979, with young people being particularly affected:

- from February 1978 to February 1979 the number of young people aged between 16 and 25 years registered as unemployed with the Agence Nationale pour l'Emploi-ANPE (National Employment Agency) rose from 401000 to 524000, i.e. an increase of 22 % within one year;
- the unemployment rate among the 16 to 25 age group has reached 15 %, i.e. more than twice that among the employable population (6 %);
- the most disadvantaged categories of young people on the employment market are those seeking a first job (120000 registered at the National Employment Agency in February 1979), those leaving school with no qualification or with a qualification which is incompatible with the job vacancies available (one-third of school-leavers in any given year), young women, and young migrants.

With a view to attenuating the effects of the economic crisis on these young people the French Government introduced consecutively in 1978 and 1979 two coordinated programmes for the employment and training of young people termed as Employment Programmes I and II respectively. Employment Programme II is now sufficiently advanced in its implementation to permit an initial assessment of the results of the measures it comprised.

The Government is currently preparing Employment Programme III as well as legislation on alternating training which could be submitted to Parliament before the summer of 1979.

1. Provisional results of Employment Programme II

Before proceeding with a provisional assessment of the results of Employment Programme II it is expedient to briefly summarize its principal provisions:¹

- Employment Programme II was adopted by the French Parliament on 6 July

¹ The measures incorporated in Employment Programme II were described in detail in Bulletin No 4/1978, published by CEDEFOP.

- 1978 and is to remain in force until January 1980.
- Although it reconfirmed the validity of the measures introduced in 1977 within the framework of Employment Programme I (incentives for recruiting young people, apprenticeship contracts, employment-training contracts, practical in-firm training courses, long-term training courses), it incorporated modifications to restrict some of the original provisions.
 - It extended the population group entitled to benefit from the various measures to include young people aged between 16 and 26 years (as opposed to between 16 and 25 years), and single women having one or more dependent children;

– Its cost was less than that of Employment Programme I, amounting to approximately FF 2200 million. The financial contributions of the firms remained constant in terms of their contribution to Employment Programme I, i.e. approximately FF 1300 million.

The impact of Employment Programme II by 31 March 1979 can be considered only as an interim result, since some of its provisions are to remain effective until January 1980. The results observed, however, cover a period which is sufficiently long (July 1978 to March 1979) to allow a comparison of the results of Employment Programme II with those of its predecessor (in force from July 1977 to June 1978).

hours of theoretical training undergone by the trainee. This financial burden proves to be particularly discouraging to small firms.

- Long-term training courses provide juveniles with an opportunity to prepare themselves for working life or to supplement or adapt their previous training. The courses may pave the way for a job, an adult education course, or the search for employment.

2. Employment Programme III

The Ministry of Employment is currently investigating the possibility of introducing a third employment programme. The project could be submitted to the French Parliament before the summer of 1979.

The social partners have given broad expression in the press to their views as regards a possible third employment programme:

- the Conseil National du Patronat Français-CNPF (National Council of French Employers) has put forward a number of proposals: exoneration from social insurance contributions, extension of the practical in-firm training course to all types of activity, promotion of industrial apprenticeship, and development of the employment-training contract;
- the salaried workers' unions for their part have called for better guarantees as regards job security and training opportunities for young people.

Comparative table of the number of young people who benefited from employment measures

| Measure | Number of beneficiaries | |
|---|-------------------------|------------------------------------|
| | Programme I | Programme II (until 31 March 1979) |
| Recruitments implying exoneration from social contributions | 230 000 | 190 000 |
| Apprenticeship contracts | 110 000 | 99 000 |
| Employment-training contracts | 26 000 | 32 000 |
| Practical in-firm training courses | 125 000 | 20 000 |
| Long-term training courses | 65 000 | 57 000 |
| Total | 556 000 | 398 000 |

The following observations can be made on the basis of the results achieved:

- Extensive advantage has been taken on the part of the employers of the opportunity to benefit from exoneration from 50 % of the social insurance contribution payable on the wage of any young person recruited within the framework of the Employment Programme, despite the restrictions imposed by the government regarding the degree of exoneration (50 % of the total social insurance contributions as opposed to 100 % as was the case under the provisions of the Employment Programme I) and the firms entitled to benefit (only those firms employing fewer than 500 staff members and having an annual turnover of less than FF 100 million as opposed to all firms as was formerly the case).
- The stable situation as regards apprenticeship contracts and the slight development observed in the number of employment-training contracts are evi-

dence of the interest shown by both juveniles and employers in contractual forms of employment providing for alternating periods of work and training. Mention must furthermore be made of the fact that complete exoneration from payment of social insurance contributions on the wages disbursed to apprentices has been permanently anchored in legislation adopted on 3 January 1979.

- The reduction of the number of practical in-firm training courses pursued can be explained by the restrictions consciously imposed on this scheme by Employment Programme II: restriction to manual activities only, stricter conditions of eligibility, and reduction of state aid to employers. The State no longer assumes responsibility for the full amount of the allowance paid to the trainee (approximately FF 1800): responsibility for 20 % of the allowance (i.e. FF 360) is now incumbent on the employer who must furthermore cover the cost of the 120 obligatory

3. Legislation on alternating training

The Government has for several months been studying proposed legislation on alternating training which could be submitted to the French Parliament in the near future.

The project seeks to develop the concept of alternating training for the benefit of young people, a concept which combines periods of theoretical training in an educational establishment with periods of practical training within a firm.

Initially, the project was intended to benefit young people undergoing secondary or university education, young job-seekers and young employees holding an employment contract. At the request of the representatives of the teachers' union, who consider that young people undergoing schooling should not participate in the production process, the section of the project relating to this group has been dropped from the text.

From the work accomplished to date, it would seem that the proposed legislation would establish a permanent modus of integration into working life based on the principle of alternating periods of training and designed to benefit two categories of young people:

- Young job-seekers, who would be able to undergo training organized by a training establishment and comprising a period of practical training within a firm. Since the juveniles would be considered to be undergoing vocational training, the cost of their allowance would be borne by the State.
- Young employees, who would be able to undergo a course of alternating training within the framework of a particular type of employment contract. Under the terms of such a contract, the employer would commit himself to providing the juvenile with instruction within working hours. The apprenticeship contract (two years) and the employment-training contract (of shorter duration) would constitute two possible variations of such kinds of contract.

An obligation would obtain for the works' council or, in default of such, the representatives of the personnel to be informed of all such contracts concluded and the conditions under which they were to be executed.

The period of formal training would include both general and technological training. It would seek to prepare the juvenile either for a specific occupation or for a recognized qualification leading to a diploma in technology. In the latter case, the award of a diploma is considered to be necessary in order to avoid the risk of the training provided being too oriented towards the satisfaction of needs which are specific to one particular firm.

The duration of training leading to a qualification would comprise between 500 and 2000 hours. Training would have to be completed within two years of conclusion of the contract.

Conclusion

The activities currently being undertaken by the Government confirm the priority importance it attributes to young job-seekers and its intention to deal with the problem of unemployment from both a structural and a cyclical angle.

Criticism can be levelled at the policy of financial incentives for the promotion of employment currently being pursued by

the Government through the fund for the adaptation of industrial structures and regional development.

Source: Centre INFFO, Paris.

NETHERLANDS

Comments on the memorandum entitled 'Pilot projects - new educational facilities for 16- to 18-year olds'¹

Introduction

Some months ago the National Christian Trade Union Federation (CNV) and the Young Workers in the CNV were given the opportunity of making their views on the new educational facilities for 16- to 18-year olds known directly to State Secretary De Jong. These two organizations take this opportunity to put the following basic points to the State Secretary:

- The new facilities must form part of the second phase of secondary education. They must be available to all pupils wishing to continue in full-time day education after completing the first phase, i.e. pupils who are 16 years old or who have completed 10 years of full-time day education. Exceptions to this age limit should be possible in the case of pupils aged 15 who either hold a No 3 certificate in intermediate general secondary education or come from higher general secondary education/preparatory scientific education.
- The facilities must be oriented towards vocational training. General education must be incorporated in a balanced and integrated manner but nevertheless be directed wholly at the pursuit of an occupation.
- The final level should correspond to the final level of primary apprenticeship training courses. It should be possible for pupils to pass on to advanced apprenticeship courses and to intermediate vocational education.
- The learning-by-participation method should be used for example by means of on-the-job training in the new training courses.
- Beneficial aspects of lower and intermediate vocational education and of

off-the-job education/education for early school leavers should be incorporated in the new facilities.

- The distribution of the facilities should be such as to allow pupils to receive this form of education on the basis of ideological views.
- These educational facilities must be regarded as a necessity. Their creation must not be directly related to an extension of compulsory education to the age of 18.

A study of the memorandum which has been submitted to the Second Chamber by State Secretary De Jong (Education and Science) and Minister Albeda (Social Affairs) leads us to conclude that there is general agreement on a number of the abovementioned basic points. When it comes to a more detailed elaboration, it must unfortunately be said that in many respects the memorandum either remains very vague or is, in our view, faulty in its reasoning.

We feel the memorandum is too vague on the question of the creation of links with the development towards new part-time education and education by participation. In addition, no information is given on the funds available or on the number of projects to be implemented.

The reasoning of the memorandum is faulty, as we see it, with regard to the proposed division into vocation-oriented and guidance courses, examination arrangements and distribution criteria.

Relationship with existing and future developments

The members of the Government feel that there should be both permanent part-time and full-time training opportunities that can function side by side as fully acceptable alternatives. This view prompts a number of remarks from us.

Firstly, it must be pointed out that the continued existence of a part-time alternative conflicts with the memorandum entitled 'Towards education by participation', according to which the new form of part-time education is to be regarded as a transitional phase until full-time day education is introduced.

Furthermore, we have some doubt about the expectations of the members of the Government that the two alternatives can continue to exist side by side as fully acceptable alternatives. It is precisely because of their part-time nature that

¹ See Bulletin No 1, 1979.

present primary apprenticeship training courses are faced with various obdurate problems such as marked sensitivity to economic change and difficulties in aligning theory and practice. The chances of the pupils obtaining the required experience may also be restricted if the practical training element is associated with a single job.

Apart from these problems in the present-day situation we note the growing social tendency for young people under 18 to no longer be taken on as employees. In the future, employers will have the choice between making traineeships available and concluding apprenticeship-labour agreements. Wage and training costs and the difficulty of only partial availability in the firm may result in traineeships being chosen in an increasing number of cases.

We feel that the continued existence of a part-time alternative is necessary in the short term. So long as full-time and part-time alternatives exist side by side transfers between the two must be possible, and both alternatives should be offered in one and the same institutions of education.

The members of the Government also recognize the need for the new educational facilities for 16- to 18-year olds to be dovetailed with the structure, development and innovations in the second phase of secondary education. The memorandum does not, however, do much more than point to this need. There is no proper discussion of the future of the institutions of education and training for early school-leavers or of social advisory centres as outlined in the memorandum entitled 'Towards education by participation.'

As regards the location of the facilities, we advocate that they form part of the institutions of education and training for early school-leavers. This will necessitate regular evaluation, analysis, and adjustment of the policy hitherto pursued towards the integration of off-the-job training/education for early school-leavers as well as government measures to stimulate the establishment of institutions of education and training for early school-leavers. The harmonization of the legal position of off-the-job training/education for early school-leavers and similar preparatory measures should be effected without delay.

However, a plea for institutions of education and training for early school-leavers should in no way mean, in our opinion, the dogmatic rejection of other forms of

education (such as lower and intermediate vocational education). From the outset, advantage must be taken of relevant achievements, wherever they may have occurred. A positive approach should be adopted towards the possibility of wide-ranging cooperation.

Division into two kinds of training

As regards the educational requirements of 16- to 18-year olds, the memorandum distinguishes between the need for vocational training and the need for more detailed guidance, vocational preparation, and the link between education and working life. As an extension of this distinction a proposal is made for a division into vocational training and guidance-link training.

This division would, in our view, be wrong. If the new facilities are to be placed in the context of learning by participation, we feel the pupil's life as a whole must form the basis. This entails the pupil being offered, on the basis of an educational programme, an internally variegated training course that contains both vocational training and guidance plus (possibly) linking elements. We consider it self-evident that account be taken of the requirements of the individual pupil and that accents be placed to ensure that he/she is not burdened with superfluous sub-elements. But recognizing the need for different accents should on no account, in our opinion, result in a complete division into two kinds of training courses. The undesirability of this division is underlined by the view that guidance-link training courses should be reserved for off-the-job training/education for early school-leavers. This would help to create a last-resort form of training given little social credence.

The place of general education in the new educational facilities

The memorandum describes the objective of the new facilities as being 'to offer an educational environment enabling him (the person seeking education) to educate himself for the initial stages of working life in relation with the world that surrounds him and under the supervision of others'. The variety of qualifications which the facilities must offer as the final stage of education include, according to the memorandum, the following elements:

– training to the level of entrance into working life;

- possibilities for further learning by creating the link with follow-up training courses;
- possibilities for further development through adult education.

We consider all these elements necessary, but we also note a deficiency. In our view, the objectives and qualifications of the final phase of education, with the exception of preparation for pursuit of an occupation, should also include personal development and education aimed at enabling the pupil to become a responsible member of society in all respects. It should be possible for an ideological approach to be adopted in action taken to achieve these objectives.

Final levels in vocational training

As regards final levels, reference is regularly and emphatically made to the final levels of primary apprenticeship training. In addition, it is stated where the establishment of final examination requirements is concerned that the national training boards have considerable influence. We feel, however, that it should be borne in mind that the final levels of primary apprenticeship training are primarily directed at technical and instrumental skills. One-sidedness in the new facilities should also be avoided in this respect.

Furthermore, it must be asked whether on-the-job training always provides an opportunity for achievement of the level of vocational training required in full-time day education. There may well be situations in which the learning of certain skills must or should preferably take place in the working environment. Differences from one industrial sector and one training course to another exclude the possibility, in our view, of a general approach to this problem. There must be greater clarity in the pilot projects as to the advantages (or disadvantages) of on-the-job training.

It is then very important to ask whether there is any justification in having the same final level for all pupils. We feel that there must in no event be obstacles to admission to the new facilities. However, this means that the target group will be extremely varied in composition and that not all pupils will be able to achieve a primary apprenticeship level.

As pupils and society as a whole recognize this, we consider a minimum final level of prospective skilled worker to be necessary. Particular attention must be paid to pupils who do not achieve this level. Steps must be taken to prevent their forming a new 'residual group'. One

of the aims of the pilot projects must be to find a solution for this group of pupils.

We regret that in the arrangement of the examinations account has not been taken of new developments in the apprenticeship scheme and in adult education. If a person is to be able to build on a qualification he has received via adult education, we believe a system of partial certificates to be necessary. Furthermore, in educational practice examination requirements and the method of examination have very considerable influence on the content of teaching. If the greatest possible account is to be taken of the requirements of the individual pupil through learning by participation on the basis of an educational programme, a flexible examination method is needed and is far preferable to an outmoded uniform arrangement.

In addition, if a heterogenous target group is to be admitted, there must be variation in the speed of teaching and other respects. It will therefore be necessary to keep the size of each group to a maximum of 16 pupils and to allow for flexibility in the length of courses and in the method of examination when a course comes to an end. However, we feel it should be realized that it will take some considerable time before these aspects can assume a fixed form.

Distribution criteria

We noted earlier with approval State Secretary De Jong's intention to apply the planning procedure to the new facilities as soon as possible. Unfortunately a definite statement to this effect is not to be found in the memorandum. If the facilities are to be introduced generally, it is our opinion that the planning procedure should be applied.

In the application of an adapted system of distribution standards steps should be taken to prevent inappropriate criteria from being used. There are risks involved in the criterion of the regional labour market situation, which is to be one of the factors used to determine the location of the pilot projects and the education programme to be established, and in the regional planning criterion. As regards the latter, demographic data must point the way. Education must be taken to the people and not vice versa.

On the question of the labour market criterion we note first of all that reference is made to the filling of a gap in the range of education through the creation of new facilities. The range has hitherto been inadequate. By making this addi-

tion the attempt must now be made to meet the justified desires and requirements of the 16- to 18-year old age group. We consider it wrong for regional labour market considerations to largely determine where these facilities should be located and what form they should take.

If labour market considerations have so strong an influence, the new facilities will be sensitive to short-term economic changes. This will restrict the pupil's freedom in choosing a training course and eventually an occupation. We consider it to be irresponsible that there should be such restriction in the second phase of secondary education and above all as it affects this 16- to 18-year old category. As already stated the pupil's desires and potentialities should form the basis, cooperation with the school and job-selection services possibly being beneficial to the making of a responsible choice.

We would also point out that it is very difficult to express labour market requirements in usable forecasts. This may also be the cause of the absence from this memorandum of any indication of the subjects to be involved in the pilot project. In addition, taking a given training course gives the pupil no guarantee at all that he/she will find a job. Decisions relating to the creation of jobs are taken outside education.

Add to this the long-term nature of education, the associated lag effect, and the local character of the regional labour market situation, and we reach the conclusion that as a criterion the regional labour market situation must be rejected. There should also be considerable reservations about including the national situation in the question. We acknowledge, however, that certain specialist training courses cannot be provided everywhere. Both national and regional labour market figures should, in our view, be offered to pupils for their information. They can then take a reasoned decision themselves on the basis of this information and other factors.

Subjects

As mentioned above, the memorandum does not give any indication of the subjects to be associated with the pilot project.

As regards the question of subjects, we are of the opinion that wherever the new facilities are provided there must be a basic package of the commonest subjects. The total range of educational facilities

for 16- to 18-year olds should also offer adequate opportunities of satisfying pupils' reasonable requests with regard to 'hard' and 'soft' training courses.

The composition of the range of subjects offered will undoubtedly also have to take account of existing courses which are not subsidized by the State, an example that might be given here being the position of the day schools for hairdressers. For these courses, all operated privately, there are long waiting lists, and the pupils are forced to pay high course fees. In certain cases there has also been educational bungling.

We feel that this situation justifies inclusion of the courses of this type in the second phase of secondary education.

Pupil supervisors

We view positively the idea of introducing the pupil supervisor, but we note from the memorandum that this official will be concerned solely with supervision and not with teaching.

A combination of both supervision and some hours of teaching appears to us a more desirable solution. We feel a situation must be avoided in which the supervisor is an expert who stands apart from other school activities; relations with pupils and colleagues may be hampered by such a division. Nor should, in our opinion, supervision be regarded as something outside teaching.

The pupil supervisor must be involved in all programmes (not only vocational training curricula) and be available to all pupils (not only in cases as they emerge). In the case of the supervision of on-the-job vocational training, advantage should be taken not only of the work done by the pupil supervisor but also of the experience of specialist apprentice advisers.

Various committees

We have already expressed our objection to hasty decisions on the composition of the advisory committee and the distribution and screening committee. We uphold these objections but would add here a number of remarks regarding the committees referred to in the memorandum.

As regards the advisory committee we feel that the possibility of involving industry (page 24 of the Government memorandum) is a good thing. Where the distribution and screening committee is concerned, we would point out that it

will be necessary to obtain information from labour market experts. We therefore propose that these experts be appointed as advisory members of the committee.

We consider it a good idea to set up a coordination group, as outlined in the memorandum. However, we wonder why the various committees do not include representatives of such institutions as ICP and BEVO.

Final remarks

The original intention of the Government members was to produce a general note which would also put forward the long-term view. It has now been decided, however, to make do with a memorandum which concentrates on the short-term problems. This restricted memorandum, as is evident from our comments, deals unsatisfactorily and even incorrectly with a number of important points.

Because of the pressure of time the consultation now in progress can only be of very short duration. In addition, there is very little time available for the preparatory activities. In the circumstances it will be extremely difficult to make a start on the pilot projects on 1 August 1979 in a manner that can be described as responsible. Furthermore, because of the uncertainty regarding the finances available no decision has yet been taken on the number of pilot projects to be implemented. We nevertheless feel that a start should be made on as many pilot projects as possible on the date indicated.

While the number of projects may be small, the coming trial period will in our opinion provide little or no information either on pupils' present requirements or on the educational effect of the new facilities. We feel this conflicts with the government statement, in which the Cabinet stated that educational facilities for 16- to 18-year olds would be given high priority.

Source: National Christian Trade Union Federation.

EC

Workshop on the Preparation of Young Women for Working Life

In accordance with the Resolution adopted on 13 December 1976¹ a Workshop on the Preparation of Young Women for Working Life was held in Luxembourg from 14 to 18 May 1979. The Workshop was opened by Mr Robert Krieps, Minister of Education, Luxembourg, and the programme began with keynote lectures by Dr Eileen Byrne, author of the expertise prepared for the EC Commission on equality of opportunity in education and vocational training for young girls², and Mr Yves

¹ Supplement 12/76 – Bull. EC.

² Collection Studies: Education Series No 9, published May 1979.

Deforge, Programme Counsellor at the Council of Europe.

The work conducted during the Workshop focused on concrete measures to be taken at local, national, and community level, in particular as regards training courses, career guidance, and the training of teachers, to improve job prospects and contribute towards achieving equality of opportunity for young girls. The 80 participants, representing a number of teaching and training bodies within the Member States and various international organizations, formulated a number of recommendations which will be published shortly in the summary report on the Workshop.

The Workshop, which was organized by the Luxembourg Ministry of Education in cooperation with the EC Commission and the Education Committee, was the second of a series and was designed to provide teachers and trainers in particular with a forum on which to discuss common problems relating to the transition from school to working life. The first workshop had been held in Harrogate in November 1977³ and had dealt with problems relating to teacher training.

Other topics will form the subject of further workshops to be held in the Federal Republic of Germany, Ireland, and the Netherlands in the near future.

³ Bull. EC 11-1977.

Continuing education

FRANCE

Principal characteristics of correspondence education

Almost 500 000 persons, of whom the majority (400 000) are adults, register each year for correspondence courses. Viewed as a proportion of the total number of persons undergoing some kind of training (excluding those still within the initial education system), i.e. 2 500 000 persons, the figure for correspondence courses illustrates the very real importance which this form of education has assumed.

In view of the usefulness of this kind of education, endeavours have been made in France in the form of legislation to guarantee its quality and afford protection to its users against becoming victims of the unlawful practice too often encountered before 1971. Legislation adopted on 12 July 1971 introduced a system of control over institutions offering correspondence courses which is much more rigorous than that exercised over any other form of adult education. Of particular importance was the introduction of an obligation incumbent on such institutions to submit a very detailed dossier on their courses and teaching personnel and the subjection of such institutions to control by the inspectorate of the Ministry of Education. It affords protection to the students by allowing them a period of six days in which to reconsider their decision before signing the contract, by providing for rescission of the contract, and by prohibiting misleading publicity.

This legislation, together with technological progress in pedagogy (audio-visual techniques, programmed education, etc.) has contributed towards upgrading home-study courses and stabilizing the number of persons availing themselves thereof, facts which are supported by statistics compiled by the Ministry of Education and a survey conducted by the Inffo Centre in 1978.

This survey showed that only 20% of the persons undergoing a correspondence course chose this method for reasons of ill-health or because they reside in

outlying areas. The remaining 80% chose this method because it affords them a greater degree of autonomy.

The some 200 bodies currently offering education by means of correspondence courses in France differ very widely as regards legal status and volume of activity: the Centre national de télé-enseignement CNTE (national centre for home study courses), the most important public establishment for education by correspondence, alone accounts for 38% of the total number of annual registrations. The number of CNTE students has risen from a few thousand in 1946 to almost 195 000 in 1978. A number of other public establishments have gained considerable experience in tuition by correspondence, these including the Centre national de promotion rurale (national centre for rural promotion), the Institut national des techniques économiques et comptables of the Conservatoire national des arts et métiers (national institute for the economic and accountancy sciences of the National School of Arts and Crafts), and le Centre de formation des personnels communaux (centre for the training of community workers).

The private establishments operate on a smaller scale but are many in number. They attract 50% of registrations each year. They may be associated to professional or trade union organizations or may be independent.

The range of subjects in which tuition is provided by way of correspondence courses is extremely wide: all subjects are offered at all levels, with emphasis being on courses with a professional bias (administration, secretarial activities, informatics, electronics, preparatory courses for public service competitions, etc.). The majority of correspondence courses prepare the student for an examination or a competition for recruitment to the public service.

The fees for correspondence courses depend on the juridical status of the respective establishment. In accordance with the principle of a general right to education guaranteed by the French Constitution, the public establishments require only a small annual registration fee ranging from FF 50 to FF 200. The

fees charged by the private establishments differ widely, ranging from the small contribution required by some associations to very high fees.

Employees registered on a correspondence course may call upon their employer to bear responsibility for the tuition fee, imputing it to either the vocational training budget of the firm or to the right to educational leave. The employer may deduct the figure he has contributed from the sum he is required to contribute towards vocational training under the provisions of the legislation of 16 July 1971 (1.1% of the total payroll in 1979 for firms employing more than 10 individuals) on condition that he conclude a contract with the establishment providing the tuition. A financial regulation of this kind, i.e. involving the employer, is designed to prevent the development of a cleft between the vocational training financed by firms and education via correspondence course in which individual advancement is paramount. A number of establishments, including CNTE, are now offering employers correspondence courses *à la carte* (adaptation to the occupational context, participation on the part of the firm's own trainers, specially formulated timetable, etc.). On this basis some 10 000 members of the staff of the Société nationale des chemins de fer français-SNCF (French national railways) undergo training in the form of a home-study course each year.

The large majority of registrations for correspondence courses are made on an individual basis by a public which is in many ways similar to that taking part in evening courses and weekend courses (i.e. social advancement courses). These students have first and foremost in common the desire to acquire a qualification while remaining independent of their employers.

The stability observed in the number of persons availing themselves of correspondence courses despite the increase in the range of educational possibilities observed since 1971 offering interesting pedagogic material under

terms which are favourable for employees (possibility of undergoing training during working hours, assumption by the State of responsibility for the cost of training courses for self-employed persons and job-seekers) is evidence of the originality and usefulness of this particular method of training and reason to consider whether it might not be the precursor of auto-training.

Source: INFFO, Paris.

LUXEMBOURG

New developments in continuing education

Evening courses are being conducted in Luxembourg for adults who desire to complete their vocational education in order to obtain a recognized certificate of qualification and at the same time exercise their creative talents, improve their understanding of socioeconomic affairs, and sharpen their receptivity for human problems.

These courses for adults have been organized in response to growing demands which are making themselves increasingly felt, and their development has been characterized by an empirical approach void of any solid legal and organizational underpinning.

The Chamber of Deputies of Luxembourg has now approved legislation aimed in part at organizing continuing education. This law defines the objectives of continuing education as follows:

- to assist persons holding a recognized certificate of qualification to adapt their basic vocational skills to the process of technological development and the requirements of the economy;
- to enable persons holding down a job as either salaried or self-employed workers to obtain diplomas and recognized certificates of qualification;
- to offer persons who have completed compulsory schooling without having obtained a certificate of qualification an opportunity to undergo basic vocational training within a system of rapid training.

In order to avoid duplication of input and useless dispersion of effort a coordination commission has been set up and assigned the task of proposing to the Ministry of National Education the modalities of organization of continuing

education. The commission is composed of:

- the Government Commissioner of Vocational Training,
- the representatives of the Ministry of Labour, the Ministry of the Middle Classes, the Ministry of Agriculture and Viticulture, and the Ministry of Public Health,
- representatives of the relevant chambers.

The Ministry of National Education, relevant chambers, local administrations, and, with the approval of the Ministry of National Education, private associations may organize continuing education courses.

Continuing education courses organized by the State are held at special centres in response to demand. Instruction is provided either by teaching personnel seconded on a full-time or part-time basis from other educational institutions or by instructors employed specifically for this purpose. A psycho-pedagogic guidance service is available to all persons attending continuing education courses.

In order to make certain that these special centres operate at full capacity the Ministry of National Education may organize the following courses:

- courses of practical training for pupils undergoing supplementary schooling;
- courses of orientation and initial training for young people who are unemployed;
- courses of vocational training, retraining, and general instruction for unemployed workers and workers threatened with unemployment;
- courses of retraining and readaption for employed workers.

Source: Ministry of Education, Luxembourg.

UNITED KINGDOM

Developments in continuing education

The Advisory Council for Adult and Continuing Education (ACACE) has published a discussion paper entitled 'Towards continuing education'. Established in June 1977 following a recommendation in the Russell Report on Adult Education of 1973, the Council's terms of reference are to advise generally on matters relevant to the provision of education for adults in

England and Wales. Within these general terms it has two particular concerns. The first is to promote cooperation between the various bodies engaged in adult education and review current practice, organization, and priorities with a view to the most effective deployment of the resources at present available. The second is to assist in the development of future policies and priorities, with full regard to the concept of education as a process continuing throughout life. This second part of the remit is the special responsibility of the Council's Committee on Continuing Education, the authors of the discussion paper.

The paper's publication marks the first stage in the work of the Council's Committee on Continuing Education, which is chaired by Professor Naomi McIntosh.

Provision now available in Great Britain for the education of adults when formal education ceases is extensive and varied, but it is becoming apparent that this provision is no longer adequate for the emerging needs of either individuals or society. The Committee is of the opinion that time is ripe for a radical change in education thinking, because of the need for more widespread political and social understanding, the increasingly complex industrial, technological and vocational demands which are now made at various stages in life, and 'the growing belief that the quality of the environment and also of individual and communal lives demands better informed, more acute and imaginative attention'.

Traditional attitudes towards education are summarized, emphasizing the paradox in importance attached to qualifications and the decline in the status of an apprenticeship. The pace of change in industry techniques has reduced the appropriateness of traditional apprenticeship.

The paper then moves on to consider the concept of continuing education and suggests that the balance of advantages and disadvantages is likely to be in favour of a continuing education system rather than the present British system, with its almost exclusive emphasis on initial or pre-adult education.

The Committee has attempted to exclude use of the word non-vocational for those areas of continuing education which are not directly relevant to employment and substitute 'general'. A 'general' course would have wide application, whether to provide basic grounding for a career,

develop creative activities, or stimulate the intellect. A 'vocational' course would have a specific and defined occupational purpose.

Other issues discussed include initial and post-initial education and access. A number of strategies for continuing education conclude the document, some of which stress the relationship between school and subsequent education;

changes in the social structure affecting work; the need for a network of information, advice, and counselling; paid educational leave as a prerequisite for equality of educational opportunity; better policy coordination; and revised comprehensive framework of provision.

After attempting to clarify the idea of continuing education and examine ways of implementing it, the paper concludes

with these words: 'It would be a dismal alternative if the words "continuing education" were to be used as a synonym for further education as it now exists (in Britain) and a major opportunity for new thinking was thereby lost. What is required is a fundamental change.'

Source: Towards continuing education. Advisory Council for Adult and Continuing Education.

Training for migrant workers

LUXEMBOURG

Special training programmes for migrant workers

Since nearly a quarter of the population of the Grand Duchy of Luxembourg is comprised of persons of foreign origin, the need to adapt methods of education above all as regards the schooling of children of migrant workers has made itself increasingly felt in recent years. Of the various streams of education, technical and vocational education absorbs the largest number of children of migrant workers. It is in this stream that these children can enjoy an education geared primarily not towards the domain of classical literature but rather towards the technical and natural sciences and manual training.

In general, the language of technical and vocational instruction is German. However, the great majority of these children of migrant workers have a Romance language as their mother tongue (Italian, Portuguese, etc.). This affinity greatly facilitates the rapid learning of French in reception classes at primary school level for children of migrants.

In view of the large number of migrant workers' children undergoing technical and vocational training, certain measures have been launched for the purpose of facilitating their scholastic integration:

- Young foreigners who have been in the country for less than five years need take only one language test (French or German but not both as otherwise required) when sitting for the examination of admittance to initial courses of technical and vocational training;
- Either French or German may be selected as the working language in subsequent examinations;
- Classes may be conducted in French provided a minimum of from eight to ten pupils enrol. However, adequate time must be devoted in these classes to German language instruction in order to enable the pupils to enter regular classes, which are conducted in German, at a later time. This practice is followed in both the day classes open

to young people 12 years of age and over and the evening classes open to adults only;

- Special arrangements have been made for young foreigners who have been in the country less than five years and who are enrolled in regular classes:
 - results obtained in just one of the two languages can be taken as basis for promotion to the next class;
 - the possibility is open of selecting either German or French as the working language for homework and classwork. In exceptional cases the pupil may take an oral rather than a written examination;
 - special bibliographies are available in the crafts sector listing manuals in the French language which are as equivalent as possible to manuals in the German language being used in the classes.
- Supplementary classes are organized in the various branches of training for pupils wishing to receive additional help (these classes are open to all pupils but it is above all the children of migrant workers who derive the greatest benefit from them);
- A tutorial service for foreign pupils has been established within the psycho-pedagogic guidance service available to the schools.

The tutors provided from the staff of the guidance service are primarily at the disposal of young foreigners. These tutors represent persons of confidence to whom these young people, discouraged as they frequently are in the face of a strange environment and unsuccessful assimilation into the host community, can turn for assistance in their efforts to become integrated scholastically and for guidance in pedagogic, organizational, and also private matters.

All these measures contribute towards making the period of acclimatization and scholastic transition an easier one for young foreigners. If this scholastic transition is successfully navigated, the chances of full integration into the local and national host community are greatly enhanced.

Although it can be said that a certain effort has been and continues to be made, misgivings do remain. Linguistic

problems, that is to say, communication problems, create a situation in which the children of migrant workers have only a restricted choice of career and are thus often faced with unsurmountable difficulties later on in working life.

With regard to adult migrant workers it must unfortunately be admitted that although a few projects in the field of vocational training have been launched, they have had little impact, and that this is a field in which much remains to be done.

Source: Ministry of Education, Luxembourg.

UNITED KINGDOM

Special training schemes for migrant workers

Final allocations for the European Social Fund have now been awarded. Help for migrants in the United Kingdom has been made available for three projects. The first is for in-company language courses for 1 100 migrants, to be adapted to the special needs of their lives and working conditions. A grant of UKL 116 598 has been allocated to the project, which is arranged by the Home Office, Department of the Environment, and local authorities. Another UKL 75 335 has been granted for language courses for 450 migrant workers and their families. Again the scheme is administered by the same three organizations. The third allocation, UKL 20 224, is to be spread over three years 1978-80, paid in instalments of UKL 1975. UKL 8 690 and UKL 9 559. The scheme is to be arranged by a charitable body in London.

Source: UK Office of the European Community.

BELGIUM

Training programmes for migrant workers

The Royal Decree of 20 December 1963 provides every employed or self-employed individual domiciled in Belgium and over 18 years of age with the right to seek admission to a vocational training centre.

Unemployed persons receiving unemployment benefits may, in addition to undergoing training in these centres, undergo an individual course of training within a firm or a technical or industrial training establishment run by or recognized by the State.

Migrant workers, irrespective of nationality, who are legally domiciled and have pursued an occupation in Belgium may seek admission to a vocational training course under the same conditions as Belgian nationals.

Nevertheless, it is self-evident that only migrant workers in possession of a valid work permit are entitled to admission to training centres. A further selection factor is whether or not the applicant intends to remain in Belgium on a permanent basis and thus increase the potential of the national economy. In the case of political refugees, investigations are made to ensure that the applicant has in fact been granted such status by the United Nations High Commission, i.e. that the applicant is in possession of a United Nations passport.

A migrant worker in possession of a Class B work permit which expires during a course of training at a vocational training centre is granted a work permit extension valid until completion of the course.

Measures designed specifically for migrant workers

In view of the difficulties experienced by migrant workers as regards their social and occupational integration the adult education programme offered by ONEM has since 1974 included language courses for political refugees from Latin America whose command of the language spoken in the region in which they are now resident is insufficient.

By virtue of a decision of the Ministry of Employment, special conditions regarding admission to vocational training courses obtain for some migrant

workers, exempting them from having to prove previous pursuit of an occupation in Belgium as a precondition to admission to language courses and vocational training courses. This special exemption has been granted to all persons recog-

nized by the United Nations as political refugees from Latin America who intend to seek employment in Belgium.

The following table shows the number of migrants registered for language courses:

| Place | Number of individuals | | | | | |
|----------|-----------------------|------|------|------|------|-----------------------|
| | 1974 | 1975 | 1976 | 1977 | 1978 | 1979 (to 1 June 1979) |
| Antwerp | — | — | 16 | 13 | 17 | 12 |
| Liège | — | — | — | 29 | 20 | 18 |
| Brussels | 54 | 52 | 31 | 51 | 98 | 40 |
| Total | 54 | 52 | 47 | 93 | 135 | 70 |

In 1974 the Ministry of Employment established centres in Hasselt and Charleroi to provide pre-training courses for the various building trades which were specially intended for migrant workers. However, despite active publicity among the migrant community and special adaptation of the courses to meet the requirements of this population group, the project remained unsuccessful. Of the 25 migrants registered for training in Hasselt, 12 successfully completed the course and 13 dropped out before the

course was terminated. Of the 56 migrants registered for training in Charleroi, 34 abandoned the course for unspecified reasons; the overall result was consequently far from satisfactory. In the light of these results the Ministry of Employment has decided not to proceed with this project.

Within the framework of the regular adult education programme, the training centres directly run by ONEM have provided training to migrants as follows:

| Year | Migrants from EC countries | Migrants from non-EC countries | Total |
|-------|----------------------------|--------------------------------|--------|
| 1973 | 915 | 565 | 1 480 |
| 1974 | 1 021 | 692 | 1 713 |
| 1975 | 1 236 | 712 | 1 948 |
| 1976 | 2 136 | 849 | 2 985 |
| 1977 | 2 077 | 1 243 | 3 320 |
| 1978 | 1 487 | 849 | 2 336 |
| Total | 8 872 | 4 910 | 13 782 |

Source: ONEM, Brussels.

Training legislation

ITALY

Comments on the skeleton law on vocational training

Introduction

The skeleton law on vocational training of 21 December 1978, No 845, can be characterized as follows:

- it has high topicality,
- it signifies the completion of a phase of educational policy,
- it prepares the ground for effective planning in the field of labour market management.

If it is true that in order to keep pace with Europe Italy must upgrade the quality of its production technology, it is also true that Italy must improve the quality of its human resources.

Professionalism thus acquires broader significance for both the firms and the workers. It constitutes the criterion of any effort to achieve greater equality in work organization and payment for work done.

Acts 285 and 479 on youth employment and 675 on industrial reconversion provide the necessary foundation for measures serving to improve the employment situation. If improvement is to be achieved, however, access to a reformed system of non-scholastic vocational training, as envisaged in the skeleton law, must also be provided.

The establishment throughout the national territory of vocational training structures providing free instruction is the only viable solution at institutional level.

The skeleton law on vocational training replaces the Act 264 of 29 April 1949 providing preliminary training on the job and assistance to workers who had become unemployed through no fault of their own, which has now become totally inadequate.

During the years of post-war reconstruction vocational training was essentially training for a craft or trade whereas

education at State schools prepared for a professional career in accordance with a vision of a society divided into those who work and those who think.

Today the social partners and the economy as a whole are calling for an education system enabling all citizens to acquire a background of general knowledge and skills coupled with a system of vocational training based on modular units which provides for

- the acquisition of operational skills at all levels,
- alternation between school and work,
- continuing education for adult workers.

The debate on the reform of upper secondary school and the skeleton law on vocational training both point in this direction.

The skeleton law envisages vocational training as a post-scholastic stream open to all rather than as a parallel stream for those rejected by the school. This concept is in harmony with the programmatic objective of an active labour policy now being worked towards by the Government.

Today an active labour policy involves

- identifying sources of employment at demand level by means of analyses of the requirements of the firms and the exigencies of the employment services and correlating them with national and regional economic programmes;
- adjusting supply to demand by properly dimensioning vocational training activities in line with the various qualifications called for;
- coordinating training measures with upstream career guidance and downstream employment opportunities;
- placing the entire process as described within the perspective of assumption of coresponsibility on the part of the social partners as regards both the quantity and the quality of employment.

In accordance with these aims the skeleton law:

- subordinates vocational training planning to analyses of planning needs and economic development;
- provides for the establishment of a broad range of training courses on a

modular basis tailored to all training levels in order to meet the needs of all categories of users,

- proposes a model of training geared to qualification groups in accordance with the lines of reform of the employment services now under consideration by the Government and with the mobility requirements of employers.

Furthermore, the skeleton law, in seeking to consolidate and define the operational basis for the management of vocational training at regional level, has translated into regulations the recent findings of labour market observers according to which the efficacy and smooth operation of the labour market within the framework of indispensable national coordination is feasible only at local labour market level.

Central management

The bodies directly involved with the skeleton law are the Ministry of Labour, the regions, the social partners, vocational training agencies in both the public and the private sector, and other ministries such as the Ministry of the Treasury, the Ministry of Education, and the Ministry for Foreign Affairs. The law also directly concerns all workers.

The Ministry of Labour and Social Affairs is required under the skeleton law to take over the entire task of coordination, which comprises the functions of:

- ensuring the coordination of vocational training with the national economic programme;
- serving as a point of liaison in the task of organizing vocational training activities in order to ensure on the basis of the approximation of training levels the free movement of manpower at both national and Community level,
- serving as the seat of liaison between national bodies and the European Community,
- serving as the political seat of orientation of the entire cycle of activities related to the employment of workers (namely, the cycle vocational training-career guidance-employment-mobility).

The first step which the Ministry of Labour is to take is the establishment of a Central Committee on Employment in accordance with Article 17 of the skeleton law.

As soon as this committee takes up its work, the Ministry is to proceed to operationalize the following organizational measures:

- classification of groups of job tasks and functions which are then to be covered in employment contracts. This effort should be sufficiently advanced during 1979 to permit the issue of a ministerial decree stipulating the professional qualifications and the respective certificates of attainment (in this connection ISFOL has initiated a series of basic studies in collaboration with the regions);
- presentation, with the support and assistance of the regions and ISFOL, of an annual report to Parliament which would confirm harmonization between the national economic programme and activities in the field of vocational training;
- activation of the European Social Fund Committee, established in view of the relevance which access to Community funds via the Rotation Fund has under the skeleton law and of the relevant Community schedule for 1979 which calls for the presentation by the Member States of proposals for projects in the field of vocational training which would be financed on an integrated financing basis.

The Ministry of Labour is furthermore called upon to:

- serve the Ministry of Education and the regions as the responsible body with regard to establishing the modality of transfer to the regions of the State-run vocational training centres which are neither utilizable nor necessary for the reform of upper secondary education;
- establish the range of vocational training activities;
- define the modalities of agreement with the school system particularly with regard to the reciprocal use of facilities and to the opportunity of re-entry into the school system.

In the sphere of collaboration with other central administrations of the State, the Ministry of Labour is required to

- come to agreement with Ministry of Defence concerning the administrative modalities involved in postponing military service for persons desiring to attend vocational training courses;

- establish in cooperation with the Ministry for Foreign Affairs the modalities involved in financing and providing basic vocational training for Italian workers abroad and for persons scheduled to take up assignments in countries of the Third World within the framework of technical cooperation;
- identify in cooperation with the Ministry of the Treasury all the modalities of financing mechanisms.

Parallel to the implementation of all these steps there remains, at political level, the problem of closely coordinating the vocational training system with national employment service management. All the aspects involved in this problem are now being studied by commissions set up by the Ministry of Labour and ISFOL, and attention is being directed at the present time to certain pilot projects.

Management at regional and social level

The skeleton law has delegated to the regions all tasks involved in planning, coordinating, financing, and developing vocational training activities within their respective territories.

The various steps involved, which are linked to envisaged interregional coordination, comprise appointing representatives to the Central Commission on Employment, activating regional commissions, appointing representatives to the ISFOL Management Board, and implementing activities as provided for under the skeleton law in collaboration with the Ministry of Education, the Ministry of Defence, the firms (contracts), etc.

Also to be implemented are a series of legislative measures aimed at instituting or improving regional legislation on vocational training and also the following sociocultural measures:

- establishment of labour market observation posts at regional level;
- launching of activities in the field of career guidance;
- launching of didactic and methodological pilot projects on vocational training curricula geared to specific qualification groups and on integrated school-firm cycles of training;
- provision of training for teachers and officials at various levels (regional bodies, local bodies, etc.) charged with the task of planning and organizing vocational training activities.

For each of these measures the regions can call upon ISFOL for technical assistance. The skeleton law assures the regional administrations direct access to ISFOL and also enables them to tap new cultural sources such as the universities.

The social partners (the employers' organizations and the employers' organizations) are frequently referred to in the skeleton law in their capacity as:

- components of the Central Commission on Employment and the regional commissions;
- partners of consultation in the planning, operation, and supervision of vocational training activities;
- bodies involved in the management of vocational training structures;
- bodies (firms) responsible for specific action programmes via traditional instruments and indispensable partners in the task of planning apprenticeship training and, in general, a system of schooling alternating with training on the job.

The Ministry of Education is called upon under the skeleton law to collaborate with the regions in devising modalities for the reciprocal use of facilities and the re-entry of pupils into the general school system. In addition, the Ministry is to effect, in concerted action with the regions, the transfer to the regions of State-run vocational training centres and their personnel.

Under the skeleton law the local bodies are to serve as:

- consultative bodies in the task of programming and supervising the various activities,
- delegated bodies in the task of managing vocational training activities.

Sociocultural problems

The cardinal problem facing the various institutional bodies involved in this new legislation is that of coordinating vocational training and employment policy. At institutional level concerted action must be undertaken to elaborate a model plan agreed on by the ministries, the regions, and the social partners which would align and coordinate vocational training, career guidance, and employment and at the same time avoid conflicts of competence and duplication of structures.

At legislative level these institutional exigencies require the following:

- passage of national employment service legislation,

– passage or adjustment of regional legislation in alignment with the skeleton law, in particular with regard to the establishment of labour market observation posts at regional level.

It is opportune at this time to mention pending regulations on qualifications classified in occupational groups, with the skeleton law calling for a minimum standard at national level and for adjustment to the local situation and identified curriculum content at regional level.

At sociocultural level there is great need for effective support in the tasks of elaboration, research, and experimentation connected with the establishment of qualification groups.

Of equal urgency in the sociocultural sphere is the task of setting up a system for the training of operators involved at various territorial and institutional levels.

The second main problem is that of linking training and schooling via the coordination of scholastic guidance and career guidance with curriculum redesign as envisaged under institutional and legislative provisions of the skeleton law.

The combination of the reform of upper secondary education now in the process of final parliamentary deliberation and the skeleton law would result in the establishment of scholastic curricula geared on a stepwise basis to occupational groups, the establishment of vocational training curricula linked with scholastic curricula by periods of schooling-cum-work, the crediting of workshop experience towards schooling upon re-entry to school, and the creation of compensatory schemes which would give the lower secondary school certificate level the necessary organic structure.

Envisaged to accomplish all this is a series of short modular cycles (not more than 600 class hours each) of vocational training, with trainees not being allowed to attend more than four cycles comprising one course of vocational training.

The third problem is that of re-examining the vocational training structures in the light of the redesign of curricula. To this end the skeleton law provides for a number of instruments. To be mentioned above all is the establishment of qualifications, to be undertaken simultaneously with the establishment of structural and qualification standards for teachers, contractual agreements with the trade unions

on the provision of the necessary retraining facilities for teachers, the launching of regional measures in the field of teacher and operator training in support of the contractual agreements, access to Community funds for the purpose of improving the standard of equipment of qualifications, and examination of the possibilities of drawing upon the sociocultural potential and the experience of the firms via contracts with them.

Sequence of steps

The skeleton law, being essentially legislation establishing principles, does not stipulate the chronological sequence of steps to be taken. A hypothetical chronological sequence could take the following form:

- six months after the law comes into force: completion of the task of setting up the various commissions, ongoing efforts to arrive at agreement between the parties involved concerning the process of fully operating the national employment service, ongoing efforts to identify and establish qualifications, and preliminary coordinative contacts with the Ministry of Education;
- 12 months after enactment: launching of pilot projects in the field of curricula, finalization of establishment of qualifications, completion of regional studies on vocational training structures and resources, launching of measures connected with the retraining of workers and the expansion of training structures, launching of pilot projects in the field of linkage of scholastic guidance and career guidance;
- 18 months after enactment: finalization of modalities for the transfer to the regions of the vocational training centres of the state; completion of cycles of training for operators in the field of vocational training and operators in the field of employment at all levels; operation of other processes referred to in this article.

Source: ISFOL, Rome.

UNITED KINGDOM

Review of the Employment and Training Act 1973

The Act of Parliament which amended the Industrial Training Act 1964, namely the Employment and Training Act 1973,

is itself to undergo a review of its efficiency. A number of industrial training boards with the power to raise levies from their industries had been established with the 1964 Act, but in 1973 the Manpower Services Commission was established, the arrangements for industrial training board operations were modified, and Government responsibility for public training services passed to the Manpower Services Commission.

Results of this later review are expected around mid-1980. At present information is restricted to the examination of the rôle of the industrial training boards, although other areas of operations are likely to be reviewed.

A framework of questions has been devised by the Training Services Division of MSC, which seeks information along the following lines:

- procedures and working arrangements by which the industrial training boards inform themselves of their industry's environment, problems, and opportunities;
- how priorities are chosen in order to maximize long and short-term benefits to industry;
- arrangements for planning and implementing action;
- how the boards measure the success of their intervention and how these measurements compare with programme objectives;
- how the original perception of problems or opportunities might change in practice and how policies are adjusted to meet any changed requirement.

These questions are to provide the basis for an approach by industrial training boards to better monitoring, evaluation, and judgement of their contributions to training. It is expected that a report on the work of the industrial training boards will be published by the end of 1979.

Source: MSC Press Office. Review and Plan 1978. MSC, 1978.

LUXEMBOURG

Proposed legislation

The Chamber of Deputies of the Grand Duchy of Luxembourg is currently preparing a number of pieces of legislation which will have a profound impact on the lower cycle of all the various kinds of extended primary education in general and technical and vocational education in

particular. The proposals in question are as follows:

1. Legislation to create a common lower cycle in extended primary education

The standard core cycle of extended primary education comprises the seventh, eighth, and ninth grades and seeks to:

- improve educational opportunities and promote equity in education;
- broaden and deepen fundamental knowledge and cultural background;
- stimulate and develop intellectual, artistic, manual, and physical abilities;
- provide social and moral education;
- orient the pupils towards either academic or vocational training depending on aptitudes and interests and provide a preparation for such further training;
- facilitate the transition to working life and lay the foundations for continuing education.

The standard core cycle will be introduced initially in a number of educational establishments to be selected by the Government. It will be progressively extended at a later date to cover all remaining educational establishments.

The Minister of Education is to submit a report (biennial) on the situation within the standard core classes to the Chamber of Deputies.

The standard core cycle of extended primary education is structured as follows:

- the seventh grade, termed the observation year, seeks to provide a maximum number of pupils with a polyvalent training;
- the eighth grade, termed the orientation year, seeks to consolidate the polyvalent training acquired on the one hand while preparing the pupil for transition to the next stage in his/her education by providing orientation assistance on the other hand;
- the ninth grade, termed the determination year, seeks to allow a maximum number of pupils to proceed either to an apprenticeship or to secondary or technical secondary education. At this stage the pupils are graded according to ability.

The curriculum of the standard core cycle comprises the following obligatory subjects:

- languages: French, German, and English;

- mathematics;
- behavioural sciences: biology and psychology;
- social sciences: history, geography, economics, sociology, legal studies;
- natural sciences and technology: physics, chemistry, manual crafts;
- musical and artistic expression;
- physical expression: physical education and sports.

Additional obligatory or optional subjects may be introduced as required.

Admission to the seventh grade presupposes successful completion of the sixth grade of primary education. The scholastic progress of pupils within the standard core cycle is subject to continuous assessment.

The nature of the education cycle to be followed after completion of the standard core cycle is determined on the basis of an orientation profile presenting an overview of the results obtained in the three grades of the standard core cycle, with particular emphasis on those of the ninth grade. The orientation profile is established by the class counsellor who is supported in this respect by experts in psychology and career guidance. On the basis of the orientation profile the class counsellor then recommends whether the pupil should be admitted to the tenth grade of secondary education or that of technical secondary education. Each pupil is provided with a personalized non-mandatory orientation report recommending the most suitable future education streams. The observation and orientation of the pupils takes place within a framework of continual guidance.

The teaching personnel of the establishments in which the standard core system has been introduced comprise teachers who are qualified to teach in complementary or special courses within primary education, secondary education, or technical secondary education. The proportion of teachers appointed from each of these various categories is stipulated every five years by Grand Ducal Decree.

With a view to facilitating the gradual introduction of the standard core cycle, a specialized department of pedagogic innovation and research has been created within the Ministry of Education. This department conducts studies on the basis of which it submits proposals relating in particular to the establishment of curricula and teaching methods, the coordination of innovations in the field of pedagogy, the assessment of the results

of the standard core cycle, and the orientation of its objectives. It concerns itself furthermore with the programming of continuing education for teaching personnel.

2. Legislation to regulate the organization of vocational training, establishment of an institute of technical secondary education, and organization of continuing education

Technical secondary education, which is accessible to both girls and boys, seeks to prepare young people for working life by providing them with a general, social, technical, and occupational training. It may also serve as a preparation to more advanced education in a specialized field.

Technical secondary education comprises three cycles (see diagram, p. 33):

- an observation and orientation cycle;
- an intermediate cycle of three years' duration comprising full-time technical education and complementary part-time in-firm occupational training;
- an advanced cycle providing training which also serves as a basis for admission to higher education.

A. The observation and orientation cycle

During the seventh grade emphasis is given to the more general branches of education. During the eighth grade the emphasis shifts to include a number of orientation courses. During the ninth grade the curriculum is adapted to suit the abilities and personal preferences of the individual pupils.

On completion of the observation and orientation cycle the pupils receive a certificate confirming that they have completed compulsory education. The observation and orientation cycle of technical secondary education is equivalent to the common lowest cycle (standard core) of extended primary education.

B. The intermediate cycle

The intermediate cycle comprises the tenth, eleventh, and twelfth grades. Two structural approaches may be distinguished:

- (a) full-time technical education in one of the following training fields:
 - handicraft training and industrial training,
 - paramedical and social training,
 - artistic training,

- administrative and commercial training,
- training in the hotel branch,
- agricultural training,

(b) vocational training characterized by in-firm practical training on the basis of an apprenticeship contract and complementary attendance at vocational training courses in a college of technical secondary education within the framework of one of the following:

- craft apprenticeship,
- industrial apprenticeship,
- commercial apprenticeship,
- agricultural apprenticeship,
- apprenticeship in the hotel and restaurant branch and related services.

The intermediate cycle provides for two distinct structural possibilities within the vocational training approach:

- the parallel path which comprises at least three years of course work to take place concurrently with practical in-firm training;
- the mixed path, which comprises either one year's full-time study followed by two years' part-time training or two years' full-time study followed by one year's part-time study.

Successful completion of either the technical or vocational training leads to the Certificat d'aptitude technique et professionnel - CATP (vocational and technical training certificate). For some occupations falling within the craft apprenticeship section a Certificat de capacité manuelle - CCM (certificate in manual skills) is awarded to trainees who pass only the practical part of the examination at the end of their apprenticeship period.

Apprenticeship counsellors, whose function is specified on the basis of a mutual agreement between the Minister of Education and the chambers, seek to improve the quality of vocational training by establishing contact with the educational establishments and the firms on the one hand and the apprentices and their parents on the other.

The national commissioner for vocational training exercises a general control function over vocational training and the examinations related thereto.

C. The advanced cycle

The advanced cycle, involving two years' full-time study, is divided into three sections:

- administrative section,
- technical general education section,
- training for qualification as technician.

Successful completion of training in the first or second above mentioned section leads to the award of the Diplôme de fin d'études secondaires techniques (diploma of technical secondary education) and in the third to the award of the Diplôme de technicien (technician's diploma). These qualifications are equivalent to the Diplôme de fin d'études secondaires (diploma of secondary education).

The third field regulated by the legislation is that of continuing education, of which the primary objective is to permit individuals with no vocational training or whose training is unsuitable to acquire a qualification or undergo retraining respectively.

Continuing education of this kind takes place in specialized centres which are under the supervision of a national commissioner for vocational training.

3. Legislation to establish a Higher Institute of Technology

The Higher Institute of Technology, which supersedes the previous College of Technology, has been established to provide advanced instruction with a view to preparing students for senior technological positions in production, applied research, and the tertiary services.

At the time of its establishment the Institute operated with three disciplines:

- mechanical engineering,
- electrotechnical engineering,
- civil engineering.

The legislation provides for the introduction of further disciplines at a later date.

The Institute will be linked with a scientific and technical documentation centre and with research and trial laboratories.

A course of study at the Institute is of three years' duration. Successful completion of studies leads to the award of the title of engineer-technician.

Admission to the first year of the Institute is available to individuals holding the diploma of technical secondary education or an equivalent diploma certifying completion of seven years of general or technical secondary education.

The curriculum comprises:

- general education,
- scientific education,
- technological education specific to the various disciplines,
- supervised technical projects and studies,
- practical and laboratory work,
- periods of practical training,
- optional branches.

The teaching staff of the Institute is composed principally of lecturers holding a degree in either engineering or architecture or another qualification certifying at least four years' study at a university or equivalent institution.

The director of the Institute is assisted in his work by a Management Board. A Supervisory Board follows the activities and progress of the Institute.

Opinions of the social partners in respect of the proposed legislation

1. Legislation to create a common lower cycle in extended primary education (standard core cycle)

(a) Chambers of Crafts

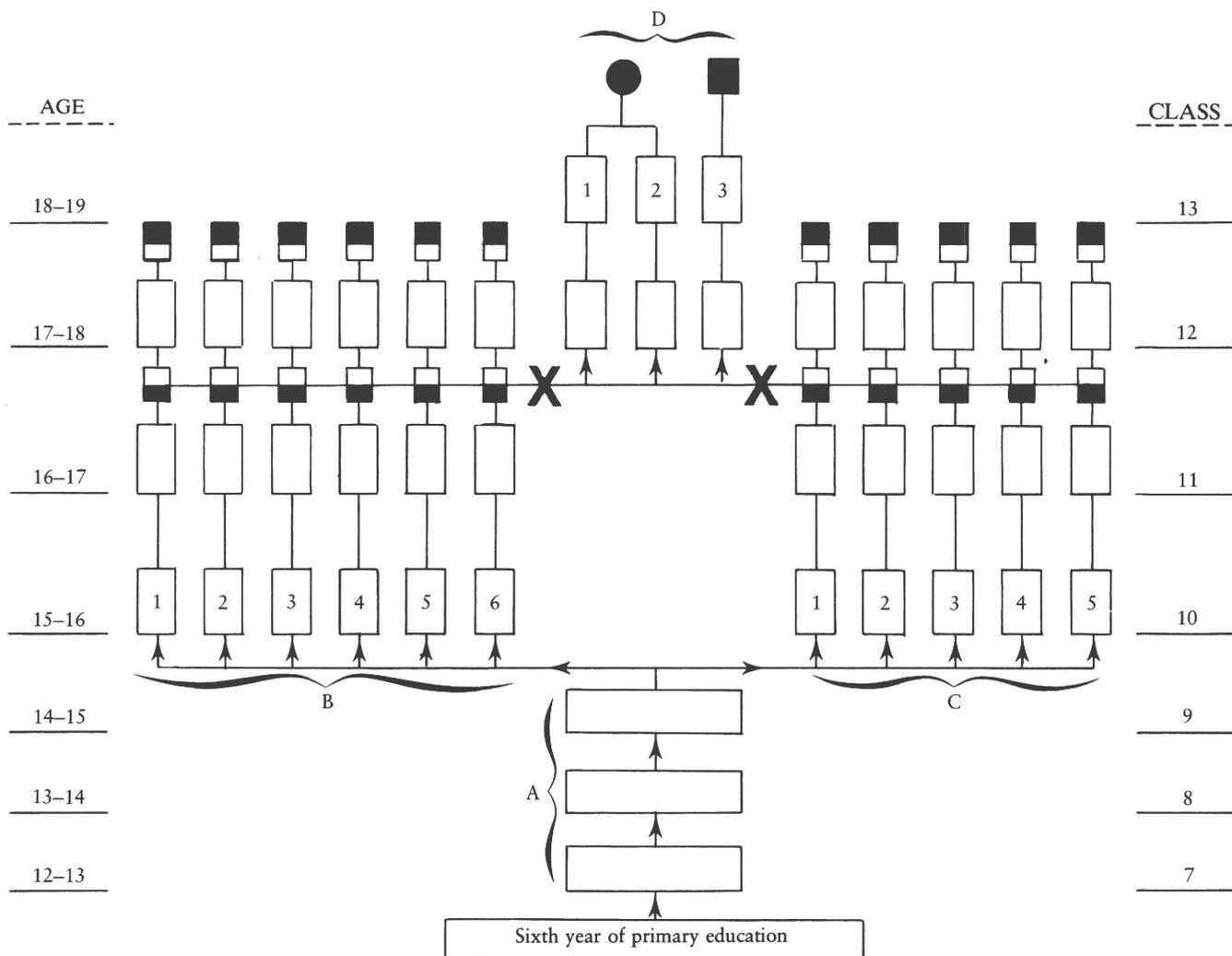
The Chamber of Crafts approves in principle the long-term objective which this proposal pursues, i.e. the systematic replacement of the present multifaceted extended primary education system by one uniform system for pupils between the ages of 12 and 15 years.

Investigation of the objectives of the proposal shows the merits of a progressive introduction beginning with application in a limited number of establishments of a standard core cycle encompassing the three grades immediately following primary education, i.e. the seventh, eighth, and ninth grades. The Chamber of Crafts recommends that this process be carried out in two stages.

At the end of an initial stage of six years' duration the Government should submit a critical interim report on the experience gained with the standard core system and, more particularly, on the results obtained. Any modification which might be deemed necessary could then be introduced.

The end of the second stage should be marked by the possibility of reporting the final fusion of all the extended primary grades up to the tenth grade. In default of this, a report should be elaborated in justification of the delays encountered in

Vocational training and technical secondary education



Key

- A. Observation and guidance cycle
- B. Intermediate cycle — technical education
 - B 1 Handicraft training and industrial training
 - B 2 Paramedical and social training
 - B 3 Artistic training
 - B 4 Administrative and commercial training
 - B 5 Training in the hotel branch
 - B 6 Agricultural training

- C. Intermediate cycle — vocational training
 - C 1 Craft apprenticeship
 - C 2 Industrial apprenticeship
 - C 3 Commercial apprenticeship
 - C 4 Agricultural apprenticeship
 - C 5 Apprenticeship in the hotel branch
- D. Advanced cycle
 - D 1 Administrative section
 - D 2 Technical general education section
 - D 3 Training for qualification as technician

-  = CATP—technical and vocational training certificate, theoretical part
-  = CATP—practical part
-  = Standard to be reached

-  = Diploma of technical secondary education
-  = Technician's diploma

the integration process. The conclusions to be drawn therefrom should be acted upon. It is the opinion of the Chamber of Crafts that if the new system is to operate to maximum effect, action must be taken to effect a change in the mentality prevailing as regards the structure of education, premature compartmentalization, and the value of the various subjects taught at this level in public education. Greater emphasis should be placed on according equal value to the various types of education, with technological and manual activities being afforded a more honourable position. Furthermore, the period of compulsory education for young people should be seen as an integral part of continuing education.

If the curricula and teaching methods are continually to be revised to meet the needs of future working life and private life and, more especially, if the transition from school to working life is to be more or less smooth, it is essential that effective cooperation relations be established at standard core level between the education authorities and the professional bodies, in particular the professional chambers.

(b) Chamber of Commerce

The Chamber of Commerce approves in principle the proposal, considering that the standard core cycle will lend itself to providing more effective guidance for the pupils, in particular those who have difficulty as regards adaptation, and that it will motivate a larger number of young people to acquire a qualification which is compatible with their individual aptitudes.

The Chamber would, however, point out that if its twofold objective is to be reached, i.e. if the large majority of pupils are to acquire a qualification and all the intellectual resources of the country are to be given optimal opportunity to develop, the standard core cycle should provide differentiated instruction, beginning in the eighth grade, to classes displaying a high degree of homogeneity. Only in this way is it possible to avoid prolonging unduly the period of compulsory schooling, which already obliges young people in Luxembourg to commence their higher education studies at a more advanced age than the majority of their European counterparts.

Comment must be passed here with respect to the study of languages. A verbal survey carried out among the major firms in Luxembourg revealed that

a high number of young people are unable to express themselves in either oral or written form in a manner which is correct and appropriate and was customary in the past. This observation implies the need for a revision of the languages curriculum and for a grading and grouping of the pupils according to ability to take place in the second year of the standard core cycle.

The Chamber of Commerce emphasizes that the proposed reform should necessarily be accompanied by a reform of pre-school and primary education and that it likewise renders necessary a reform of the education structures to which the pupils having completed the standard core cycle will have access. Indeed, specialization downstream should be all the more marked in view of the more or less general nature of the instruction provided during the standard core cycle, if it is not to prove impossible to prepare the pupils for the career they have chosen.

On the other hand, the Chamber of Commerce is of the opinion that a break-away from the existing education system should be avoided. The temporary coexistence of the two systems and the existence of areas of overlap between the two are indispensable.

Similarly, bearing in mind that education itself constitutes one indivisible entity, it will be necessary to ensure a judicious integration of the standard core cycle with the existing primary and extended primary systems. Such integration should be effected by means of the curricula and teaching methods employed.

(c) Chamber of Private Employees

Although the Chamber of Private Employees is in principle in favour of the introduction of a standard core cycle for all pupils between the ages of 12 and 15 years, it would emphasize that it can conceive of the present projects only as one within the framework of an overall reform of the education structures situated upstream and downstream of the standard core cycle, since the latter alone is not in a position to bring about the ambitious objectives set it by the proposals under deliberation.

Furthermore, the Chamber questions whether the standard core cycle will be able to attain its primary objective of overcoming the social handicap which operates against specific categories of pupils and remedy the inequality of

opportunity which is the lot of these latter. The Chamber is of the opinion that the combat against such injustices should take place not only within but also outside the school system in the form of joint extraschool or paraschool activities. It would moreover emphasize the necessity of integrating the parents of the pupils into the education process by providing them with an opportunity to give effective support to their children and render them more receptive to school work and activities.

Finally, the Chamber is of the opinion that it is necessary to investigate in greater detail the problem of intensive support classes which, it considers, represents one of the major pillars of the present reform and will to a large extent determine the degree of success of the standard core system.

(d) Chamber of Labour

On the occasion of its plenary session held on 14 July the Chamber of Labour unanimously supported its expertise on the proposed legislation. In principle the Chamber lent the proposal its approval.

The Chamber considers that the present school system is characterized by an inequality of opportunity operating against less-privileged population groups which can no longer be tolerated.

The MAGRIP study which has recently been the subject of much comment has now clearly confirmed, despite the fact that similar reports published abroad several years ago had arrived at the same conclusions, that the phenomenon of inequality of opportunity within the school system is likewise prevalent in Luxembourg.

Access to a further stage in schooling after completion of the sixth grade is dependent much less on intelligence than on the social class to which the pupil is deemed to belong. Consequently, the chance of a child whose father is an unskilled worker of entering – not to mention completing – secondary education is five times less favourable than that enjoyed by the child of a professor or a lawyer.

The Chamber of Labour considers that equality of opportunity, promotion of the individual, and guidance of the pupil according to his abilities and preferences constitute the most pressing objectives pursued by the introduction of the standard core cycle. It cannot, however,

tolerate a situation wherein priority on improved guidance services and on upgrading manual work and manual occupation threatens to suppress, unnoticed, the global objective of equality of opportunity, even if the privileged groups make their approval of the reform dependent on such priority and view in the introduction of the standard core system, together with the reform of vocational training, a further welcome opportunity to send as many children as possible into the above-mentioned type of schooling in order to preserve secondary education as far as possible for their own children and thus perpetuate the prevailing social domination system.

As regards the text of the reform itself, the Chamber of Labour would comment as follows:

- It demands as a matter of principle the generalization of the standard core cycle in view of the pedagogic and sociocultural advantages which this type of education offers as against the present education structures for young people 12 to 15 years old.
- It is therefore of the opinion that upon completion of an introductory phase of ten years the standard core cycle must constitute the only education structure available to this age group.
- By extension, it would favour the trial introduction of the standard core cycle beginning in the school year 1979-80 in those schools in which the preconditions for such are fulfilled.
- The first two years of the standard core cycle must be devoted to consolidating and broadening general education and an orientation towards proposed future studies may not take place before the third year.
- It welcomes the abandonment of the entrance examination to the seventh grade and calls for the establishment of uniform assessment criteria for the sixth grade of the primary school.
- It opposes in the strongest terms the endeavours of specific groups to introduce an entrance examination after completion of the standard core cycle for admission to secondary education;
- Finally, the members of the Chamber of Labour are of the opinion that it would be advisable to make a distinction between the natural sciences and the technologies in order that the value of technology be seen to be equal to that of natural sciences.

2. Legislation to regulate the organization of vocational training, establishment of an institute of technical secondary

education and organization of continuing education

(a) Chamber of Crafts

In an initial report on the first version of the proposed legislation which the Chamber of Crafts had occasion to publish it emphasized the importance, on the basis of close examination of the text, of the need to guard against the fostering of ill-founded illusions and proceeded to propose some improvements on the basis of the wide experience it has gained in vocational training. It welcomes the fact that many of its observations have been taken into account in the drafting of the revised text.

It would point out, firstly, that a brief look at the history of the development of technical and vocational education illustrates the necessity of respecting a number of specific points, the most important among which appear to be, on the one hand, the maintenance of a tight cohesiveness between the technical and vocational education provided within the schools and the vocational training provided within individual firms and, on the other hand, the maintenance of a large measure of flexibility as regards the legislation governing this field.

While recognizing the advantages of anchoring vocational training and technical secondary education in one and the same legal basis, the Chamber of Crafts finds it important to point out the real danger which could result from orienting technical education for reasons of prestige too much towards the qualification of Baccalauréat technique (university entrance qualification in technical subjects) with a view to the ultimate pursuit of studies at university level at a time in which the number of jobs available at this level in Luxembourg is relatively limited.

A number of observations made on the individual articles of the text concerned the guarantee of a large measure of flexibility in the various training streams and training cycles to be offered. There remain other problems, for example the curriculum content of the observation and orientation cycle, the number of training streams offered for the various occupations, the function of the apprenticeship counsellor in view of the fact that a service of this kind has been in operation for a number of years for the crafts sector, etc.

In general terms, the majority of these observations bring to light one major concern of the Chamber of Crafts as regards any reform project in education: the avoidance of overly rigid formulation and reglementation which might render impossible an application and adaptation of the regulations to suit situational realities.

(b) Chamber of Commerce

The Chamber of Commerce approves the proposed legislation in both its principles and its objectives but entertains reservations as regards a number of technical aspects:

- The Chamber of Commerce maintains that the examination taken upon completion of apprenticeship, comprising a theoretical part and a practical part, should be organized at national level. This applies to both the technical education stream and the vocational training stream. Such procedure would in no way prevent the theoretical part and the practical part from being taken at different stages.
- The Chamber of Commerce expresses its support for broader access to the advanced cycle:
 - holders of the CATP will be able to enter the advanced cycle without being obliged to sit an entrance examination;
 - pupils having undergone either the technical education or the vocational training of the intermediate cycle will be admitted to the advanced cycle from the eleventh grade onwards upon submission of evidence that their theoretical knowledge is sufficient.
- Mention must be made of the two technical education streams in the advanced cycle, of which one leads to the diploma of technical secondary education and the other to the technician's diploma. It is worthy of consideration whether in the interests of clarity and conformity with international terminology these two education streams should not be merged into one leading exclusively to the diploma of technical secondary education.

(c) Chamber of Private Employees

It is noted that in redrafting the text in question the authors have given due consideration to the demands formulated by the Chamber of Private Employees in a previous report on the initial version of

the legislation text. The principle points were:

- an integral safeguarding of the prerogatives of the professional chambers in the field of vocational training,
- the extension of these prerogatives to the advanced cycle of technical secondary education,
- the institutionalization on a legal basis of the function of apprenticeship counsellor,
- the inclusion of a fifth section, one on continuing education, and the creation of a coordination commission for continuing education on the basis of a proposal submitted by the Chamber of Private Employees.

(d) Chamber of Labour

The Chamber of Labour, having reported on 18 July 1977 on the original version of the two reform projects and having found that most of the observations made on that occasion have been given due consideration in the revised version, is now able to lend the project its approval, provided that the following points are guaranteed:

- that it is clearly expressed in the text of the legislation that the standard core cycle constitutes the basis for the technical education stream and the vocational training stream and that the parliamentary deliberations on both reform projects should be concluded simultaneously;
- that young people who have completed the vocational training stream by way

of the parallel path during the intermediate cycle be granted access to the advanced cycle in specific circumstances;

- that the objectives of the various sections of the advanced cycle be specified and that completion of training in any of these sections lead to qualification for entry to technical secondary education, thus removing discrimination against the technician;
- that in accordance with the above, technicians be granted access to study places at the Higher Institute of Technology.

3. *Legislation to establish a Higher Institute of Technology*

Opinion of the Chamber of Commerce

This reform project, which complements that on the establishment of a technical secondary education system, concerns the establishment of an institute offering training of three years' duration leading to the title of engineer-technician.

Since the advanced cycle of technical secondary education involves a study course of two years' duration, the training period for intending engineer-technicians would extend over five years, of which three would be spent in post-secondary education.

However, the training of engineer-technicians at present comprises four

years of study and is yet found to meet the needs of the national economy, and, in particular, of industry.

Such an extension of the period of study is hardly justifiable on economic grounds. On the contrary, it brings the period of study required of an intending engineer-technician almost in line with that required of an intending university graduate in engineering, an alignment which should hardly be pursued since in reality the functions which an engineer-technician is normally called upon to fulfil are different in nature and can be located on a different level from those required of a university graduate in engineering.

The Chamber of Commerce approves the reform project in its major outlines, providing that admission to the first year of study at the Institute is granted to candidates having successfully completed the first year (twelfth grade) of the advanced cycle of technical secondary education and that admission to the second year of study at the Institute is granted to candidates holding either the diploma of technical secondary education or the diploma of secondary education on condition that they have completed back-up courses in the technical subjects and attained the standard expected of students having completed the first year of study at the Institute.

Source: Ministry of Education, Luxembourg.

Training research

IRELAND

Research into training schemes for disadvantaged urban youth

In common with many other European cities, Dublin city centre contains several declining areas which pose major social and economic problems. A recent study of youth employment in Central Dublin highlighted some of these problems. According to the report, which was jointly commissioned by the Department of Labour and AnCO – The Industrial Training Authority, young people in the study area were living in severely disadvantaged conditions. The main features of these disadvantaged conditions were high levels of overcrowding, low educational attainment, poor employment prospects, high levels of family unemployment, and limited job aspirations.

The problem of unemployment was found to be extremely acute in the study area. 48 % of the respondents who had left school were unemployed; 50 % of respondents' fathers who were available for work were unemployed; approximately 70 % of the households in the survey had at least one person unemployed. Those young people who do manage to find employment are restricted in the majority of cases to an unstable and badly paid working life. Most of those in employment have been previously employed. Many are presently in unskilled or semi-skilled jobs where they are given little or no training.

A partial answer to these problems seems to lie in providing these young people with adequate training to enable them to compete on an equal basis for jobs of a more skilled nature. Unfortunately, young people in the survey were found to make little use of official services such as AnCO and the National Manpower Service and are therefore not making use of the placement or training facilities available to all those seeking employment. Whatever the reasons for this, realism requires that the official agencies attempt to meet the needs of the group by new methods. Accordingly, a number

of training workshops are being set up in Dublin city centre, in conjunction with research studies of the problem.

The research takes two forms. The first project is an investigation of factors which influence the extent to which inner city members of the labour force avail themselves of AnCO services. This project will examine past usage of AnCO by inner city residents of Dublin and will investigate methods by which such usage might be improved. It will focus on the level of applications to AnCO and the resulting training received by inner city youth; it will also involve surveying inner city people who have not applied to AnCO in order to highlight their reasons for not applying.

The second project involves the monitoring and evaluation of the experimental training workshops, which have as their aim the development of basic technical and social life skills among young trainees. The workshops are being set up on a pilot basis, using an informal training structure. Different training techniques will be assessed for their effectiveness in imparting basic skills to disadvantaged groups. Criteria for evaluation will be developed through ongoing monitoring and feedback by both the researcher and the training staff. The training process is seen as an organic process which aims at bringing the groups and its members to a level where they can survive in what is for them a strange and perhaps hostile environment.

Formulation of the detailed approach to this problem has been greatly assisted by Irish participation in an exchange of views and experiences between organizations in some Member States of the European Community on this topic. This exchange has been organized under the auspices of CEDEFOP.

Source: AnCO, Dublin.

Studies on attitudes to training

AnCO – The Industrial Training Authority is currently conducting surveys of attitudes to training in Ireland. The purpose of the surveys is to assess the attitudes and perceptions of industry and

of young people to training and work. The results will be used in planning and developing AnCO programmes to meet social and industrial needs. Both surveys are being carried out by independent market research organizations and will be completed by the end of 1979.

The objectives of the survey of those involved in education are to assess the attitudes of school-leavers (and others involved in education such as teachers, parents, guidance personnel, counsellors) to training and job/training opportunities in industry and to AnCO in particular by investigating:

- their perceptions of industry in general with specific reference to job/training opportunities;
- career/training assistance needed and extent to which they perceive that needs are currently being met;
- knowledge of and attitudes to AnCO;
- the place of AnCO in the career options of school-leavers;
- what further help school leavers and their parents, teachers and careers guidance personnel would like to have.

In the survey of industry both employers and trade union representatives will be surveyed to assess:

- industry's perceptions of (i) its training/manpower needs, (ii) how well these needs are currently being met, (iii) present and likely future needs where assistance/advice would be welcome, (iv) AnCO's rôle in meeting their needs;
- industry's general attitudes to training and development;
- industry's perceptions of AnCO in relation to general economic and social development;
- industry's knowledge of, use of, and attitudes to AnCO services (including direct training, training advisory services, apprenticeship services, etc.);
- the effectiveness/efficiency of AnCO's services as perceived, compared with other relevant Irish bodies.

Both surveys are being conducted by means of face-to-face interviews with stratified random samples of the relevant groups. In some cases a postal questionnaire may also be administered. The

interviewers will utilize attitude rating scales and checklists so that accurate measurement of basic attitudes will be combined with an open-ended approach to what those studied perceive to be important.

Source: AnCO, Dublin.

Evaluation of industrial training

The Research and Planning Division of AnCO is currently completing a cost-benefit analysis of adult training. Training of adults in basic industrial and commercial skills is conducted in AnCO training centres throughout Ireland and is designed to meet the needs of individuals who require updating of skills or retraining.

Over 13000 people, or more than 1% of the total labour force of 1143000, were trained by AnCO in 1978, an increase of 16% on the comparable figure for 1977.

The cost of training schemes during 1978 amounted to IRL 16 million; approximately half of which will be recouped from the European Social Fund, with the balance provided by direct Government grants.

The placement of trainees in jobs increased significantly during 1978, with more than seven out of every ten people trained by AnCO securing employment immediately on completion of training; over 90% were placed in jobs within a few months of finishing their course.

In view of the many demands for public funds, it was felt that the overall AnCO programme was a suitable subject for detailed evaluation in terms of value for money, both from the standpoint of the State and from that of the individual trainee. Accordingly, a comprehensive cost-benefit analysis was initiated in 1975 in accordance with the methodology described here.

An experimental design using a randomly assigned test and control group

was adopted for the project. The sample was also stratified by age (over and under 25 years) and employment status (employed and unemployed). In this method the control group provides the information needed to evaluate the relative benefits of AnCO training. First of all, comparative data is available about how the test group would have fared in the open market had they not entered training; this is termed the opportunity cost of training. Secondly, after the test group has finished training, it is possible to assess how much better the test group fares compared with those of similar backgrounds who did not receive training.

Although random assignment of qualified interested persons is probably the best method of selecting a control group, it is insufficient to guarantee equivalence between groups, due to the element of self-selection. This self-selection takes place when people apply for training and may be subsequently modified by the individual choosing not to enter a training course when offered. In view of possible bias arising from this cause, extensive statistical testing of both test and control groups was necessary to test for possible non-comparability.

In the experimental situation, differences were found between the test and control groups arising from a tendency of those earning higher incomes not to take up training when offered. This tendency is readily understandable in that the perceived net benefits of training to the individual are likely to decrease accordingly as the applicant's pre-training income level increases. The income differences between the test and control groups are being taken into account in the analysis of results, which is proceeding. Preliminary results indicate that the net financial benefits of training are high both from the standpoint of society and from that of the individual. The returns from training various sub-categories of the total sample have been analysed and will be useful as a guide in formulating future training policy.

Further details of the study methodology are as follows:

Test group

The test group consisted of those who received training, whether or not they completed the course or whether or not they utilized the training immediately afterwards.

Control group

The control group consisted of those who were trainable, were willing to be trained, but who were not invited to training.

Sample design

A stratified random sample was chosen to ensure representation of small categories and to study the effects of some variables other than the treatment variable (training). The criteria were age (over and under 25) and employment status (employed and unemployed on the date of application). The test group was further subdivided into four aptitude categories. The overall sample design is illustrated in the attached diagram.

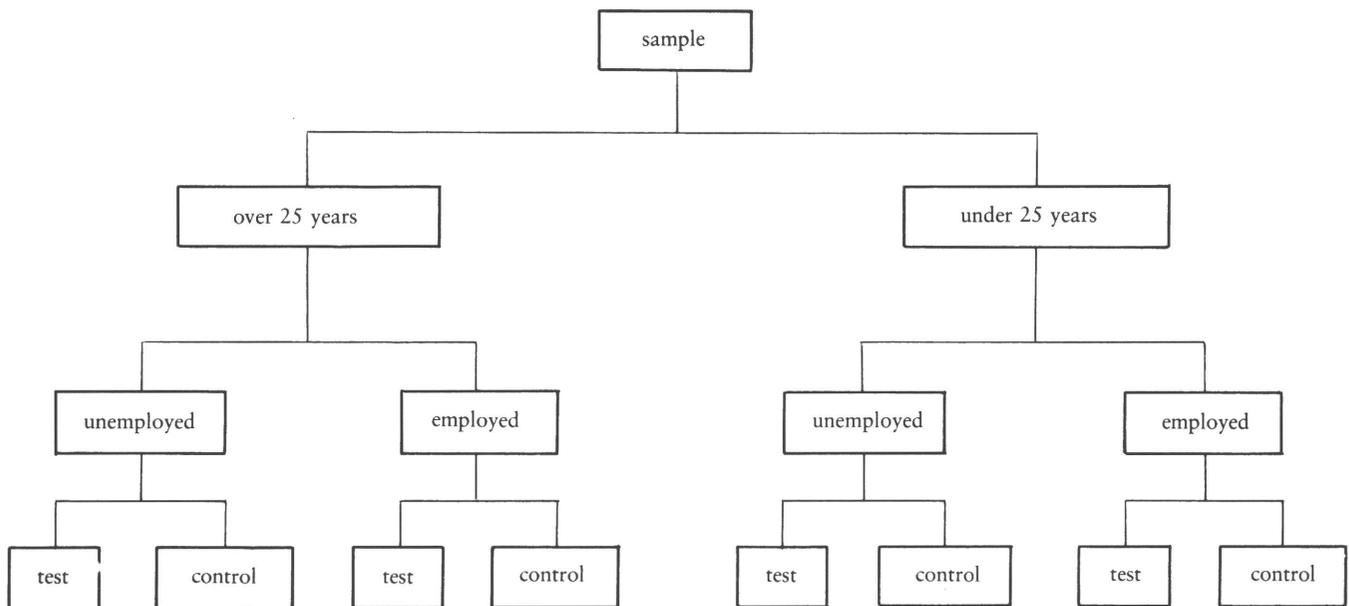
A total of 640 people were chosen from August 1976 to June 1977 in eight separate samples. Interviewing began in August 1977 and was completed by February 1978. The interview took place either in the person's home or at work and involved extensive travelling. Eight interviewers participated in the survey; they were either specially trained for the project or had considerable interviewing experience prior to it.

The overall response rate (74%) compares favourably with other surveys. Two options were available in choosing the test and control group: to define both either narrowly (excluding anyone who had transferred from one group to the other) or broadly (including those who had transferred from one group to the other). Numerous tests on both groups showed that there was little difference on selecting either set of definitions, except that broadly defined groups representing greater numbers of people gave opportunities for more refined cross-tabulations. The broadly defined groups were therefore used in the analysis.

Source: AnCO, Dublin.

Evaluation of industrial training in Ireland

Sample design



UNITED KINGDOM

Trainability testing

Recent research work has changed the basic approach towards selecting applicants for manual jobs. It now relates more than before to the ability of applicants to learn the job rather than to examining their intelligence and aptitudes. This approach, devised and tested by the Industrial Training Research Unit (ITRU), has been described in a booklet entitled *Trainability Testing*. It appears in the Training Information Paper series, Number 11, available from Her Majesty's Stationery office. The original thinking behind the research and the methodology is contained in an ITRU publication *Trainability Testing: a Practitioner's Guide*.

Employers have for many years approved in principle the advantages of using good selection methods, but there has often been dissatisfaction with the methods actually available. Tests based on a job sample rather than isolated aptitudes overcome some of the limitations of the classical approach. Selecting the job sample is a more straightforward business than theorizing about the aptitudes involved, and the test is something which can be devised on the spot with regard to the particular circumstances of the case. The trainability test has been devised to take into account those factors otherwise ignored by an ordinary job sample test. Its objective is to assess whether the applicant has the potential to reach a satisfactory standard of perform-

ance after training. This is done by asking the applicant to perform a specific task in which he/she has been given prior instruction.

The test is administered by a specially trained instructor; using a standardized form of instruction and demonstration, the instructor teaches the applicant the test task, chosen because it incorporates essential elements of the work for which selection is being made. During the teaching period the applicant is free to ask questions, but the task is performed unaided. The instructor evaluates the applicant's performance by noting all errors on a standardized error checklist and by making a rating of the applicant's likely performance in training, usually on a five-point scale. The applicant's test result is compared with expected results for successful applicants; if his/her result falls below the cut-off point decided upon in the light of previously validated results, he/she is rejected; if he/she comes above it he/she is accepted for training.

Early trials of this method were made in clothing factories, with fork-lift truck drivers, in an electronics firm, and in the health service. For those companies experiencing difficulties in manual recruitment, the adoption of trainability tests may pay dividends, but tests should not be introduced without ensuring adequate training of the supervisors who will be administering the tests and properly testing out their tests.

Source: ITRU, Cambridge.

Grouping of skills

The effectiveness of a country's labour market to cope with change depends to a large extent on the ability of the education and training system to provide individuals with the means of acquiring the skills that will help them move from one job to another. This view was put forward in 1975 by the Manpower Services Commission in a report entitled 'Grouping of Skills', which had as its main aim the identification and hence better understanding of the underlying skills needed to perform jobs so that they can be both compared and grouped in order to shed light on manpower mobility and training problems.

Two problem areas have largely determined the principal direction and emphasis of the work, namely, the worsening employment situation for young people and imbalances in the labour market. Grouping of skills aims, in the first instance, to enable career and education courses to be better structured so as to give young people the skills relevant to their career interests; in this way they will be able to compete more effectively in the local labour market. With regard to the second issue, skills imbalances, the research programme should provide employers with information which can be used as an aid to manpower transfer and retraining.

Action research projects for each of these two problem areas have been set up. One, Younger People Starting Work,

aims to help less able 16-year-old school-leavers who have few or no academic qualifications in three ways:

- (1) by identifying the basic skills which will enable these young persons to compete more effectively for their first job in the local labour market;
- (2) by giving them the right preparation for working life by increasing their potential for job change through teaching skills which can be applied across a number of industrial or occupational boundaries;
- (3) by better career information.

The project involving several local education authorities (Leeds, Liverpool and Coventry) began in February 1978 and will last until 1981. It is primarily concerned with the local labour market. The second action research project, Redeployment by Upgrading to Technician Level, is concerned with skills imbalances in the labour market caused by technological change involving more complex job areas. It was completed in April 1978 and operated in cooperation with the Rubber and Plastics Processing Industry Training Board. For the individual who wishes to be upgraded and for whom the gap between existing skills and the skills required is not too great, an attempt was made to build on existing skills so that the aspirant could perform the technician job. This year the project moves into the ceramics industry and sets about developing and implementing the training programme it has devised.

Sources: Grouping of Skills. Training Services Agency, 1975.
 Post-industrial revolution skills, by Christina Townsend and Chris Hayes. *BACIE Journal*. July 1978. pp 114-116.
 Post-industrial revolution skills, by Christina Townsend and Chris Hayes. *BACIE Journal*. October 1978. pp 156-158.
 Manpower mobility and the grouping of skills, by Christina Townsend and Michael Freshwater. *Personnel Management*, June 1978. pp 36-39.
 New approaches to upgrading, by J.G. Dunn, M.R. Freshwater, J. Patrick and P. Spurgeon. *Training*, March 1979. pp 24-25.

Computer-assisted learning

A major three-year development project on computer-assisted training, funded by the Training Services Division of MSC is in progress. The project aims to demonstrate that in carefully selected industrial and business areas the computer can be an effective means of carrying on and promoting training.

The project has three objectives. The first is to carry out an inventory of training needs in selected industries that

could potentially be met via computing, leading to the selection of target sites for three pilot projects in computer-assisted training. The second is to set up three pilot projects which demonstrate by example that computer-assisted training is cost-effective. Lastly, alongside the second objective, the project will disseminate via seminars/workshops and specially produced training materials both to trainers and to computing staff the advantages and limitations of computer-assisted training and the optimal ways of carrying it forward.

Source: BACIE, London.

Transition from school to work

The Department of Education and Science has appointed two researchers to evaluate the pilot projects in England which form part of the Community-wide EC programme on transition from school to work. Professor Alan Little, University of London, is responsible for the study of projects in Inner London, Sheffield and Bradford. Mr Barry MacDonald, University of East Anglia, is responsible for the study of a project organized by the National Institute for Careers Education and Counselling, involving schools in Bedfordshire, Haringey and Knowsley.

Cost of the grants, now numbering six, will be about UKL 365 000 in the period up to 1981-82. In addition, support from the Community budget amounting to UKL 420 000 has been made available for the same period.

Source: Department of Education and Science, Elizabeth House, York Road, London SE 1 7 PH.

FRANCE

Research report – training supply and demand

The Inffo Centre regularly organizes meetings between research workers specializing in continuing education and the practitioners thereof (e.g. individuals within firms in charge of training, trainers, directors of training institutions, etc.). The following conclusions were drawn from the last meeting of this kind on the vocational training and continuing education market:

1. By compelling firms to devote a minimum sum per annum equal to 1% of their total payroll (increasing

in 1979 to 1.1% in the case of firms employing more than 10 persons) to vocational training and by involving the State in the implementation of training activities in favour of priority target groups and sectors, the legislation on vocational training of 16 July 1971 acted as a stimulant to the vocational training market: in 1977 the value of training consumed by firms increased to FF 2 500 million, while that consumed by the State rose to FF 1 200 million.

The financial weight of the two other consumers present on the training market, namely trainees and foreign countries, is less significant and has not to date formed the subject of any thorough statistical evaluation.

2. A total of 8 000 training institutions are active on the training market. These display a great diversity as regards their nature and capacity: public bodies, private bodies, agencies established by the various ministries, professional organizations, associations, firms, etc.
3. The research conducted by both researchers and practitioners has revealed interesting insight into the functioning of the training market and in particular into the relation between suppliers and purchasers.

The vocational training market does not function as a free market in which there is a juxtaposition of supply and demand and prices are harmonized by the pressure of competition. Instead, it is characterized by the strength and the complexity of the institutional networks embracing the various agents on the market (suppliers, counsellors in the widest sense of the term, financiers, consumers).

Relations are established on the strength of institutional affinity. The difficulty of evaluating the effectiveness of training reinforces this tendency: firms approach those training institutions which are recommended by the various professions, the chambers of commerce, or other local firms. These counsellors tend to establish their own training institutions in order to better adjust the training offered to meet their needs. As a reaction against this tendency the independent training bodies seek to induce individuals who are influential in professional and social life to join their management boards.

The training institutions thus do not constitute enterprises which could be likened to those found within the other sectors of economic life. They

are an integral part of an institutionalized operation. Their training strategies and methodologies should be considered as a function of their institutional links and historical development. A further explanation for this institutionalized type of operation can be found in the volume of investments involved: the greater the investment training requires, the greater the dependence of training

institutions concerned on the influence of the counsellors. The price of the training offered does not seem to be the essential criterion in the relation between training supply and training demand. This does not imply that price does not play a certain role: however, the question of price is raised customarily only after the choice of training institution has been made. There are

two exceptions to this general rule: the market of the major firms, who have gained long years of experience in purchasing training, and the market of well-established training material (for example, language instruction and courses in human relations).

Source: INFFO, Paris.

Qualifications

UNITED KINGDOM

Mutual recognition of qualifications

To date Council Directives concerning mutual recognition of qualifications have been issued for the nursing and dentistry professions, for doctors, and for veterinary surgeons. Implementation has gone ahead in the instance of doctors. The Directive concerning nurses is due for implementation by 29 June 1979.

Nursing education and training in the UK is currently undergoing review. The Briggs Report of 1972 had the Directive in mind when it was originally drawn up, while a bill to unify training standards is at the final stages of parliamentary procedure. An opinion has been voiced that the main problem in the changes in training which the Directive will cause lie within the area of clinical experience. Nurses have at the moment to choose two areas of practical experience out of four whereas the EC Directive will require them to take all four. Since the British system of training is already above the minimum requirements, there will be no question of lengthening the overall period of training to cope with these additional choices. It will probably strain the service as student nurses are taken off the wards, causing staffing problems which will need to be met by recruiting more qualified staff. Thus the cost of implementing the Directive has caused concern in some quarters.

The Directive concerning dentists is scheduled for implementation at the end of 1979, that for veterinary surgeons in 1980. Discussions continue over the wording of Directives concerning engineers and hairdressers, and it is likely that proposals for Directives concerning

architects' and midwives' training will be made soon.

Source: EC UK Information Office. Official Journals of the EC.

FEDERAL REPUBLIC OF GERMANY

Qualification research – colloquium report

At the present time researchers are unable to make any precise statements concerning future development in the field of qualification requirements. This is evident from the report on a colloquium conducted by the Bundesinstitut für Berufsbildung – BIBB (Federal Institute for Vocational Training) on the current state of the discussion on qualification requirements. The report is based on comments submitted by about 30 researchers in reply to a questionnaire prepared by the Institute. The comments differ considerably with regard to both the nature and the extent of changes to be made in qualification requirements. Also with regard to the evaluation of the causative factors of the changes there is great diversity of opinion. Estimations as to possibilities of intervening in the employment system and the education system also vary significantly.

As the report shows, research results to date serve only to clarify the general preconditions underlying any effective action aimed at implementing vocational training policy objectives in the field of qualification requirements. Scientific research can only indicate the direction in which development will probably move in the event that no action is taken

at policy level. Apparently it is not valid forecasts but rather an appraisal of the chances of realizing vocational training policy objectives via the operation of specific policy measures and the evaluation of their impact which will move efforts in the field of qualification research forward.

Another area of emphasis in the discussion, according to the report, was an appraisal of the function of mobility. Although on the one hand it was stressed that every individual worker should be able to adapt his/her qualifications to technical and organizational changes in order to remain competitive on the labour market, the danger that by overemphasizing qualifications favouring mobility individual and occupational identification could be cancelled out was also stressed.

The results of the colloquium will play a considerable rôle in the further development of qualification research in the Federal Institute for Vocational Training. The Institute also intends to function as a forum for discussion in this field.

The report, entitled 'Qualifikationsforschung und berufliche Bildung' (Qualification Research and Vocational Training), is published in Volume 2 of the publication series 'Tagungen und Expertengespräche zur beruflichen Bildung' (Meetings and Expert Consultations on Vocational Training) and can be obtained from the Federal Institute for Vocational Training, Press and Publications Section, Fehrbelliner Platz 3, 1000 Berlin 31. There is a small charge to cover copyright costs.

Source: BIBB, Berlin.

Training centre developments

IRELAND

Planning expansion of the training centre network

AnCO – The Industrial Training Authority – was established to provide and develop industrial training in Ireland by an Act passed in 1967. Accession to the European Community in 1973 combined with the revised structure of the European Social Fund to encourage the rapid and sustained expansion of the network of AnCO training centres. The expansion is planned to continue on a phased basis up to 1981, when training places for 5000 adults, catering for about 1% of the working population will be available.

The first detailed plan for the expansion of the training centre network was set out in AnCO document *Training for Individuals – Development Plan 1973-1977* published in early 1974. This document allocated training places in rough proportion to the overall regional distribution of population. Experience in the early stages of implementation indicated that the overall provision required to be increased, and research was accordingly initiated into the best way of allocating national training resources between regions and towns.

The first studies of the local allocation of training resources concentrated on the provision of training in areas where industry was being encouraged to locate. As a result the comparatively less developed areas to the south and west of the country were allocated more training places than the industrial east. These early choices of sites for training centres were not difficult to make. They were often made in conjunction with the establishment of industrial estates by the Industrial Development Authority, with the precise location being determined by local studies of such factors as transport patterns and the availability of suitable land.

The establishment of an overall target of training 1% of the work force by 1978 (first articulated in 1974) moved the emphasis to the provision of training facilities which were both easily accessible to all areas of population and

adequate to cater for all those wishing to be trained. A second target set by AnCO was that there should be a centre within 30 miles (48.28 km) of as high a proportion of the population as possible. It was projected that this level of accessibility could be achieved by a mixture of large permanent medium-sized temporary and small mobile centres spread throughout the different regions of the country. It was decided to develop a computer-based model to assess the optimum location pattern for a given level of training provision.

The first stage of the model was developed in conjunction with a firm of commercial consultants. The aim was to develop a computer model which could be used to guide the location of training facilities, particularly with respect to training centres. The model was to take account of AnCO's training objectives in terms of the numbers of training places required to train the target percentage of trainees per annum and the fact that trainees should not have to travel more than 30 miles to a training centre. The model was required to be flexible, such that changes in data could easily be incorporated in addition to changes in parameters such as the travel behaviour of trainees and overall characteristics of the population and centres. A major requirement was that the model could be used by AnCO staff as a dynamic tool in determining location strategy for the future.

The study was based upon statistics relating to trainees, places and population. Some of these are confidential estimates made by AnCO; while others are publicly available statistics. The sources were:

- AnCO plans for growth in training capacities,
- AnCO figures on capacity and utilization rates for different courses at different centres,
- census of population of Ireland 1971,
- estimates of immigration rates.

On the basis of the data available estimates were made of the potential numbers likely to be seeking training in 1981. These estimates were compiled on a disaggregated basis as possible.

The model was designed to distribute a national place total for adult trainees among a selected set of potential locations. Thus the model indicates the number of places out of a national total a particular location would justify, given an existing distribution of centres. It is therefore also possible to assess the impact a new location would have on any existing facilities. In this way decision-makers were given quantitative information on the likely results of different decisions.

The final version of the model was developed in 1977. It has been used to evaluate strategies at both national and regional levels. The results are set out in a number of reports and memoranda. The major reports are:

- Training Centre Location Model Report – National Analysis, May 1977;
- Location of Training Centres in the Donegal Region, March 1977;
- Location of Adult and Apprentice Training Facilities, June 1977.

The model has since been used as part of the process of assessing the implications of AnCO's plans for future development as well as the likely impact of the proposals for training contained in the Irish Governments' development strategy as contained in the Government White Paper – Programme for National Development 1978-81.

Source: AnCO, Dublin

BELGIUM

Training of employees in the centres of the National Employment Office (ONEM)

Planning for vocational training activities within the ONEM centres for the years 1978 and 1979 has revolved around three types of activity which together make provision for the various population groups comprising the tertiary sector.

The first activities comprise those intended for the population group traditionally catered for by the adult vocational training provided in the training

centres for employees. 1978 saw a reappraisal and reorientation of the objectives of training as well as of the methodologies employed to attain them. Until that date the training provided had been based on the results of a survey conducted in 1970. Reappraisal of the conclusions drawn from this survey together with close examination of its findings with a view to defining occupational models have facilitated the identification of the vocational training needs currently making themselves felt among both male and female employees in Belgian firms. It has been found that whereas formerly candidates for vocational training normally had attained only lower secondary education level, as a result of the combined influence of the economic crisis and the improvement in the level of general education they have now normally completed upper secondary education.

The second type of activity is designed for groups of trainees having an educational level lower than the average and whose likelihood of ultimate success has not been sufficiently high to allow them to continue at the training centre for employees. Individuals in this category are now subjected to tests in their mother tongue which determine those candidates who are suitable for placement in a pre-training course. The pre-training courses are at present conducted within the training centres for employees but could be established throughout the country on a regional basis if demand is found to exist.

The third type of activity is designed for individuals seeking training who have completed upper secondary education. These include university graduates and the many persons who have failed to complete a higher education course, graduates from advanced technical colleges, and many others who may possess no qualification at all but nevertheless have professional experience as a junior or medium-level salaried employee.

A comprehensive project implemented in 1977 and 1978 provided training courses or advanced training courses extending over four weeks (or between 10 and 15 Saturdays) in commercial administration (sales and marketing techniques), financial administration, and informatics for a large number of job-seekers and employees having more advanced qualifications. These courses, which are being implemented by bodies acting under contract to ONEM (universities, continuing-education centres, private enterprises), are pursuing well-defined objectives and employing active

pedagogic approaches based on actual case studies.

A further important aspect is the implementation of more innovative projects such as the training course in small and medium industry management, a course incorporating both a theoretical background and practice in a firm, and the training available for the position of head of informatics, a course which is implemented with the aid of four major computer construction firms. The programme is to be extended in 1979 not only to provide training for a greater number of trainees but also to broaden the range of options offered by introducing training in personnel management as a supplement to the courses listed above and by making the courses in management of small and medium enterprises available throughout the various regions.

ONEM thus offers every individual already employed in or seeking a job in the tertiary sector the opportunity to improve his/her chances on the labour market by way of undergoing training or advanced training on a relatively short-term basis in courses which are specially conceptualized to meet the needs currently making themselves felt within Belgian firms.

Source: ONEM, Brussels.

EC Coordination problems in some education and employment systems of Western Europe

Contribution of the European Centre for the Development of Vocational Training to an international conference held in Dortmund from 28 to 31 May 1979

The Sozialakademie Dortmund, a teaching and research institution active in the field of continuing education for workers, recently conducted an International Conference on Coordination and Selection Problems in Education and Employment Systems. The participants and speakers came from countries of eastern and western Europe.

The high significance of the conference was stressed by Reimut Jochimson, Minister of Science and Research of the *Land* North Rhine-Westphalia, Björn Engholm, Parliamentary State Secretary in the Federal Ministry of Education and Science, and Siegfried Bleicher, Chairman for North Rhine-Westphalia in the

German Federation of Trade Unions, in their words of greeting.

Ms Maria Weber, current chairman of the Centre's Management Board and member of the Executive Board of the German Federation of Trade Unions, opened the first part of the conference with a paper entitled 'The role of the trade unions in structuring the education and employment systems of the Federal Republic of Germany'. A paper entitled 'Basis problems of coordination and selection' and conceived from the viewpoint of the labour administration was then presented by the head of the Department of Occupational Promotion of the Federal Labour Office in Nuremberg.

The European Community was represented by two speakers. Roland Tavitian, Director, Directorate B Employment and Vocational Training of the EC Commission, spoke on the role of the European Community in the task of coordinating European education and employment systems, describing in detail the instruments and possibilities of intervention available to the Community.

Burkart Sellin, representing the European Centre for the Development of Vocational Training, illustrated coordination problems in a number of education and employment systems of western Europe on the basis of studies of the Centre on the integration of young people into working life on the one hand and developments in the education and employment systems of the EC Member States over the last two decades on the other hand. Focus was on the role of vocational training and continuing education as an instrument of coordination between education systems and employment systems. Not only the sociostructural development trend but also the quantitatively imbalanced expansion of post-compulsory schooling in the direction of both higher education and qualified vocational training has contributed to a considerable extent during the past two decades to the incipience of a number of problems in connection with coordination between the education system and the employment system. If vocational training and continuing education opportunities which are closely linked with both the education system and the employment system and hence permit a reciprocal relationship between these systems to develop are not provided, it appears inevitable that the systems will drift even farther apart. Vocational training could obviously take over an important coordination function

in this sense. The conference papers will be published in report form by the Sozialakademie. Persons interested in the paper of the Centre may receive it free of charge by writing to the Centre. It is available in both German and English.

Education Policy Information Centre

An experimental Education Policy Information Centre (EPIC) is to be set up in Britain by the Department of Education and Science (DES) and the National Foundation for Educational Research (NFER) as part of a network of centres being established within the EC to exchange information on educational issues of common interest. The British Centre is also to act as a central information link for local education authorities.

The initiative to set up the centre came from the EC, which has established a network of centres in all nine Member States. Finance for the British Centre comes from DES and NFER jointly, with a budget of UKL 35000 a year over the next five years.

Exchange of information will revolve around four policy issues: transition from school to work, in which the Community has already launched a coordinated programme of 28 pilot projects; the education of migrant workers' children; the development of modern language teaching; and cooperation in higher education.

Source: DES Press Release, address: National Foundation for Educational Research, The Merc, Upton Park, Slough, Berks. SL1 2 DQ

Colloquium on educational leave in France and Europe

A colloquium serving as a platform to investigate and exchange experience on educational leave in France and in Europe was organized jointly by the Inffo Centre and CEDEFOP and held in Paris on 4 to 6 April 1979.

In addition to France, four countries, Italy, Belgium, Sweden and the Federal Republic of Germany, had been selected

to serve as the basis for discussion. The participation of representatives of two international organizations, ILO and OECD, was sought to afford a more global view of the development of educational leave.

The colloquium was designed for persons in France having responsibility for continuing training within individual firms, the various specific administrations, trade-union organizations, and public and private training bodies.

In addition, CEDEFOP had extended invitations to experts from eight EC Member States (Great Britain, The Netherlands, Federal Republic of Germany, Luxembourg, Italy, etc.).

Approximately one hundred persons participated in the colloquium.

Proceedings were opened by Mr Poncet, Director of the Inffo Centre, and Mr Clemmett, Assistant Director of CEDEFOP. Mr Pasquier, Technical Director of Inffo Centre, then introduced the subject of the colloquium, namely, the development of educational leave in France in the light of examples from abroad. The work of the colloquium proceeded as follows:

The first morning session was devoted to a brief introduction by the five experts representing the selected countries to existing provisions regarding educational leave in their respective countries. The following experts took the floor (in order of speaking): Mr Görs, German Federation of Trade Unions for the Federal Republic of Germany, Mr Coen (Minister of Labour and Employment) for Belgium, Mr Delai (Centre for Social Studies and Research) for Italy, Mr Ringholm (Minister of Education) for Sweden, and finally Mr Prieur (General Secretariat for Vocational Training) for France.

The morning session concluded with a paper by Mr Jacques Legendre, Secretary of State for Vocational Training in France, on the policy being pursued by the French Government as regards educational leave.

These varied contributions were intended to provide the participants with

sufficient information to permit them to effectively participate in the four round table sessions which took place during the four subsequent half-day sessions. The various experts, after an introduction by an expert from the Inffo Centre, proceeded to deliberate on the following topics: concepts and organizational approaches to educational leave, concepts and methods of financing educational leave, training supply and educational leave, and the purposes of educational leave.

The participants were invited to raise questions with the experts from both France and elsewhere and a very rewarding discussion and exchange of experience ensued.

The participants further had the opportunity to meet the various experts individually for more detailed discussion during a morning devoted to 'crossroads' meetings.

The contributions made by the representatives of the two international organizations served as a kind of framework for the round table discussions. On the first day Mr Dumont of ILO described the activities of the international labour conference as regards education and spoke on the elaboration of the convention and recommendation on educational leave passed in 1974 as well as on its application within the various Member States. At the conclusion of proceedings Mr Bengtsson of OECD submitted the findings of research carried out by OECD on aligning educational leave with the principles of continuing education.

Mr Poncet and Mr Pasquier of the Inffo Centre then proceeded to draw up the conclusions of the colloquium.

A summary of the proceedings of the colloquium will be published in the review *Actualité de la Formation Permanente*, and a more detailed account will be published for limited dissemination.¹

¹ Further details may be obtained from
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