

# IN



# CEDEFOP

about Vocational Training in the European Union

## Editorial

This is the first issue of CEDEFOP Info. It replaces CEDEFOP flash and CEDEFOP flash special. Its objective is to provide short items of information about what is happening in the field of vocational training in the Member States and at Community level. It should be seen as complementary to The Magazine published by Directorate-General XXII (Education, Training and Youth) of the European Commission, which reports in depth on the activities of the Community institutions and their programmes.

## IN CEDEFOP

will report briefly on the results of CEDEFOP's own activities and its publications, but also, in fulfilling CEDEFOP's role of providing a platform, provide space for items concerning

- the views and activities of the social partners;
- news of bi- and multi-lateral co-operation projects and requests from those seeking partners for such co-operation;
- forthcoming conferences and recent publications.

We would be delighted to receive items for inclusion, as long as they are oriented towards a European readership. Reports on activities in the Member States can either be sent directly to CEDEFOP or to the appropriate member of CEDEFOP's documentary information network (see page 12 for addresses). These organisations provide material to CEDEFOP for each issue.

This is a test issue and, due to the transfer of CEDEFOP to Thessaloniki, it will be the only one published in 1995. Subject to any reactions we receive, we plan, however, to produce four issues each year from January 1996 in the same languages in which CEDEFOP flash special appeared, that is, English, French and German. CEDEFOP Info will be distributed free of charge to all those active in the field of vocational training, who wish to receive it.

The period since I took over the function of Director on 1 October 1994 has been dominated by the implementation of the decision taken by the European Council in October 1993 to transfer CEDEFOP to Thessaloniki. A timetable was agreed at the Management Board meeting in January at which a framework agreement between the Director and the personnel of CEDEFOP was also unanimously approved. As I write at the beginning of July, a further meeting of the Management Board confirmed that 12 August was the final day on which CEDEFOP was open to the outside public in Berlin, while on 4 September it will open its doors in Thessaloniki (for the address see page 8). We occupy here a temporary building, which has been made available by the Greek government and the American Farm School. A splendid adjacent site for a permanent building has also been agreed on and the processes linked with starting work on it have already been launched. We hope to move in to it in 1998.

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Thessalonica

Berlin



### CEDEFOP has moved.

New address: CEDEFOP • Marinou Antipa 12 • GR - 57001 Thessaloniki (Thermi);  
Postal address: CEDEFOP • P.O.B. 27 - Finikas • GR - 55102 Thessaloniki;  
Tel: 30-31+490 111; Tel: 30-31+490 102

## "European champions" scheme: an opportunity for young craftsmen

The Crafts Chamber in Cologne/D is currently being joined by the French continuing training organization, "Association Ouvrière des Compagnons du Devoir", "FAS - Training & Employment Authority" from Ireland and "Kamer van Koophandel en Fabrieken" from the Netherlands in staging its European vocational

training project, "Europa IV". Entitled "Learning, working and living in Europe" it lasts for three years and is designed to give qualified craftsmen an opportunity to extend their foreign language abilities, to broaden their professional horizons through working stays in different European countries, and to obtain European

qualifications by sitting a German or French examination for a master craftsman's certificate. European law and management are included in the project as are different working techniques. The third certificate the "European champions" acquire is the European vocational training passport, given that a uniform Euro-

pean master craftsman's certificate has yet to materialize. The project is being supported by the European Union. Sixty qualified craftsmen from Germany, France and the Netherlands can take part. This time it is the turn of joiners, carpenters, roofers and pastry-cooks to join in "Europa

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European Research Directory

Répertoire européen de recherche

To promote cooperation in research in Europe, CEDEFOP has published a European Directory of research work in the area of vocational training in English, French and partly in other Community languages.

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# CEDEFOP and the enlargement of the EU

The 1995 CEDEFOP work programme gives a high priority to ensuring the participation of the new member States of the European Union (Austria, Finland and Sweden) in CEDEFOP's work. Attention has also been given to how the remaining countries of the European Free Trade Association (EFTA) and the European Economic Area (EEA) could also be associated with CEDEFOP's work.

The members of CEDEFOP's Management Board from the three new Member States have now been formally nominated and play a full role in its meetings, while the EFTA/EEA countries are represented by an observer from each of the three groups (Governments, Employers and Trade Unions) at the Board meetings.

A vocational training expert from Finland, Mr. Pekka Kämäräinen, has been working in CEDEFOP on detachment from his national Ministry, since mid 1994, and within CEDEFOP has been given special responsibility for organizing the assimilation of the three new Member States in the 1995 work programme. In this connection a meeting

involving representatives from the new Member States and from Norway, Iceland and Liechtenstein was organized in Berlin in early May. At this meeting detailed information on CEDEFOP's work was provided, and progress on involving these countries in particular aspects of it was reviewed.

The three new Member States are already participating in the Study Visit Programme for vocational training experts, organised by CEDEFOP for the European Commission. This year they are receiving groups of visitors as well as sending participants to other countries. Norway is also sending participants to visit other countries.

Finland has already joined CEDEFOP's documentary information network, and appropriate counterparts are being sought in both Austria and Sweden. Similarly it is hoped that in the next few months contracts will be signed with institutions in each of the three new Member States in order that a monograph describing their vocational training system is prepared, on lines similar to those prepared on the 12 "old" Member States in the period since 1992. A document prepared by the Austrian authorities concerning the vocational training system in Austria has been translated by CEDEFOP into English and French, and will be published shortly in CEDEFOP's panorama series. In connection with CEDEFOP's project on vocational training research, a contract with Finland for the collection of data for the next version of the Directory has been signed. Norway and Iceland have shown a considerable interest in involvement in CEDEFOP's activities generally and in these three areas in particular.

Source: CEDEFOP - JMA/PK

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Unfortunately many CEDEFOP staff members who served the organisation well over a number of years, due to family or other reasons, were unable to leave Berlin or have sought a transfer to other Community institutions and organisations. As you can imagine, the uncertainties which everyone experienced and the fact that until the position becomes clearer it has not been possible to recruit any new staff to fill existing vacancies, have inevitably had an impact on our activities. Nevertheless I was very pleased that my Deputy Director colleagues (Enrique Retuerto della Torre and Stavros Stavrou) and I were able to report to the June Management Board meeting that a large part of the 1995 work programme had already been implemented. You can read more details about this in the article headed "CEDEFOP takes stock of the first half 1995" on this page.

At European Union level, clearly the period has been dominated by the approval and the establishment of the new vocational training programme Leonardo da Vinci. The study visit programme that CEDEFOP has managed on behalf of the Commission will now be closely linked with activities under Leonardo. CEDEFOP will also be associated with certain other aspects of Leonardo, particularly those relating to research and qualifications.

When the transfer has taken place we will concentrate on refining CEDEFOP's working methods with a view to our becoming more efficient and effective. We probably need to centre our energies on a smaller number of activities, with high-class products as a result. In order to do this we have the assistance of a number of evaluations (not entirely positive!) of our work over the last ten years, but I would always be pleased to have constructive criticism and suggestions from those active in the field.

Johan van Rens  
Director of CEDEFOP

## Creation of a new network on trends in occupations and qualifications

At a meeting of representatives of research institutes from all Member States engaged in the field, a new network "Circle for research cooperation on trends in occupations and qualifications (CIRETOQ)" was set up in Berlin in May.

The aims and working methods of the network have been approved and a work programme for 1995 was agreed. Regular meetings will be held in order to exchange information and experience, and elaborate dossiers on specific issues, sectors, methods etc. A regular newsletter will report on the activities, and their results, of both the participating institutes and the network as a whole, as well as on parallel activities initiated by third parties.

Representatives from the European Commission, the ILO in Geneva and the Turin-based European Training Foundation participated in the meeting,

while representatives from the European social partner organizations ETUC (European Trade Union Confederation) and Union of Industries in the European Community (UNICE)/Employers' Liaison Committee (ELC), were invited.

CEDEFOP's role will be to promote and animate the network, to assist members in identifying research topics and appropriate methods in a transnational, European and comparative perspective, and to build a bridge between researchers and actors in governments and social partner organizations.

The next meeting is planned for October 1995 in order to develop the work programme and to exchange information on work done in the meantime by a working party set up to examine the overall problems linked to forecasting socio-economic developments in the field of occupations and qualifications; links between education and training provision; and the labour market and work organization.

The Director of CEDEFOP, Mr. Johan van Rens, emphasized that this work is of prime importance and will be given a high priority in CEDEFOP's future activities.

More information is available from Burkart Sellin, project manager in CEDEFOP. Tel.: 30-31+490 121

## CEDEFOP takes stock of the first half of 1995

In view of technological and industrial evolution, the working world is more than ever in a state of flux: traditional occupational and labour organization structures are becoming increasingly obsolete. Twenty research institutes have formed a network to examine future trends in the development of occupations and occupational qualifications. Their work aims to increase transparency on the European qualifications market.

The network examines transnationally the methods of analysing the development of qualifications and occupations and their classification. An expert group met to review the state of research into key qualifications, non-specific occupational competences and basic qualifications.

To identify the pattern of changes in occupations and qualifications a study was commissioned on trends in the retail trade sector in five Member States. Another study looks at new environmental occupations in a number of sectors.

With regard to qualification deficits and the integration of young people into working life, successful projects were launched which are of use to political decision makers and bodies concerned with occupational integration. A corresponding network is to be set up.

The pen pictures of five countries have been updated for the

**CEDEFOP Guide.** These are to be translated in September. The initial draft of four of the seven key terms is also to be published internally.

To date 32 language versions of the monographs on vocational training systems have been published. 15 more are in the process of being published and a further 13 are undergoing final revision. Experts met in the Centre in Berlin on 24/25 January to assess the monographs. This produced valuable advice for further updating and evaluation.

Proposals for monographs for the new Member States and EFTA countries have been discussed with these countries' representatives. An institution has already been found in Finland which will formulate the monograph and the search is continuing for an author in Austria and Sweden.

A summary report has been prepared in French and English on how vocational training systems change to adapt to the labour market. It has

not yet been published. Several Member States have published at their own expense the findings of their national surveys. These can be obtained on request from CEDEFOP.

Three synthesis reports on life-long learning have been prepared as working documents. They contain a comparative analysis, an overview of measures in tabular form and a description of serious problems and obstacles.

There are plans to produce a study of aims and methods of quality control in vocational training in seven EU Member States. An initial meeting took place in Valencia on 15/16 June with the participation of contracted parties from seven countries. A seminar to present the findings is being organized jointly with the Greek Ministry of Education.

Work is continuing on a descriptive study of the general situation of training for trainers in the 15 EU Member States. The findings will be

presented at a seminar to be held in Madrid in November. A preparatory meeting was held in Copenhagen on 8/9 June.

The annual meeting of the National Liaison Officers in the EU Study Visits' Programme for vocational training specialists took place in Venice from 8-10 February. A group of experts then met in Berlin at the end of May to prepare the topics for the coming year. In 1995 some 580 individuals will participate in the programme in 56 different groups. By the end of June, 23 study visits had taken place.

The steering committee for "Prix CEDEFOP", which stresses the role of the audiovisual media in promoting vocational training, met in Paris on 5 May. The jury will make an initial selection of the best contributions in October and the award winners ceremony will be held in December.

CEDEFOP/GBI



**Dossier: page 13**  
The apprenticeship systems in all countries, except Belgium and Italy, have undergone some kind of reform, if not major revitalising, since 1989; Increased number of placements in Denmark; Modern Apprenticeship in the United Kingdom; Apprentice training under critical examination in Germany.

# On promoting research cooperation in Europe

## European Research Directory A file of current vocational training research projects

Transnational cooperation and information exchange form the core of efforts designed to promote European integration. Effective information exchange depends, however, on the availability of instruments enabling and facilitating access to and the selection of relevant information. It was for this purpose that CEDEFOP decided to produce a European Directory of current vocational training research projects.

The pilot version of the Directory, which is currently being distributed to public and private research institutes and to national policy and decision-makers in the EU Member States, contains approximately 300 project records, each providing information on the content and purpose of the research, the methods applied and the expected products. The Directory gives information on the

commissioning bodies and the institutions conducting the research, and the names of persons who may be contacted for information. The scope of this first edition is limited to research projects commissioned by public authorities (ministries, state and quasi-state institutions), and related in one form or another to vocational training policy-making. This does not preclude the possibility of extending the Directory at a later date to cover projects initiated by independent or private institutions, including where appropriate doctoral theses.

Many of the projects relate specifically to the training environment of the Member State concerned, for example those relating to the development of distance training for people in the fishing industry in Portugal, the system of National

Vocational Qualifications (NVQs) in the United Kingdom and continuing training activities for administrators in the new German Länder. Yet, with respect to both content or method, they may contain many elements of interest and value for other countries and sectors. Considerable thought was given to the indexing of the records in order to offer the user the easiest possible access.

In each of the Member States, a unit has been set up with the task of collecting, processing and updating project records. In the Directory, these are arranged by country, each set being available in English and French in addition to the original language, where this differs. It has been produced in hard copy and on diskette with a simple database programme which can also be used by researchers and institutions who

may not have the most up-to-date computer facilities at their disposal.

Arrangements have been made for the Directory to be updated and supplemented at regular intervals and future editions will also include a separate section for European projects, i.e. those which were stimulated by or form part of an EU research initiative and which involve transnational research ventures. Those research projects which have been terminated and for which study reports have been published, will be

withdrawn from the Directory and entered in an "historical file". The Directory is not intended to be a static instrument, but will be used by CEDEFOP to stimulate and facilitate cooperation. To this end, CEDEFOP will monitor and review the progress made in the different projects and will assist in organizing workshops on specific research themes where appropriate.

A very limited number of copies of this pilot version is available from CEDEFOP on demand by policy-makers and training and research institutions. An updated version is planned for 1996.

Source: CEDEFOP/FAC/MB



Europe - Work has begun:

## European Foundation for Vocational Training

A new European Foundation for Vocational Training began its work this year with a staff of 60 in Turin, Italy. The Dutchman, Peter de Rooij, has been appointed as its Director. One of the tasks of the new Foundation, in its capacity as a scientific centre, is to collect reliable data on the situation of vocational training in central and eastern Europe. Furthermore, it will be responsible for implementing the TEMPUS programme. With TEMPUS the EU seeks, amongst other things, to promote cooperation between universities of the Member States and central and eastern European institutions. A third area of emphasis is the elaboration of programmes in the field of basic and further continuing training and the training of executives. Finally, the Foundation is also to seek out companies in EU Member States who are willing to engage in cooperation in the field of training.

Source: CEDEFOP

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## "European champions" scheme: an opportunity for young craftsmen

IV". Applicants must have passed a qualified craftsman's examination and have worked as qualified craftsmen for a period of one year. The upper age limit is 26 years.

"Europa IV" is part of a Tour d'Europe, an international itinerant training scheme for young qualified craftsmen, which is run by the French organization, "Compagnons du Devoir", for seventeen different craft trades. It lasts for a maximum of six years. During this time the qualified craftsmen live and work in the various Compagnons houses in France, Belgium, Switzerland, Italy, Germany or Canada.

Further information can be obtained from:  
Handwerkskammer zu Köln  
Heumarkt 12  
D-50667 Köln  
Tel.: 49-221+2022-246,  
Fax: 49-221+ 2022-373  
(Claudia Crepin)  
or  
Compagnons du Devoir im Fethenhof  
Venloer Straße 1203  
D-50667 Köln  
Tel.: 49-221+504760,  
Fax: 49-221+502645

Source: "Handwerk Magazin" 2/95  
"Süddeutsche Zeitung", 25 November 1995  
"Heim und Handwerk", No. 271

Germany:

## Promotion of Advancement Training for Craft Tradesmen and Skilled Workers

In future, the German Government wishes to promote vocational training in a similar manner to its promotion of academic training. Craft tradesmen and skilled employees who are interested in continuing training are to be given subsidies and loans as do students. The Federal government has approved the law "Meister-BAföG, Meister-Ausbildungsförderung" ("Promotion scheme for the training of master craftsmen"). Those undergoing training to become master craftsmen, technicians, sales staff and specialized skilled workers preparing for comparable qualifications will have a legal right to grants and low-interest loans as of 1 January 1996.

In its report on the promotion of advancement training, which the Government approved on 8 March 1995, the German Minister for Education justified this step on the basis of the threat of there being a lack of young people to carry on in the footsteps of their older colleagues in craft trades and small- and medium-sized enterprises. In 200,000 craft and 400,000 small- and medium-sized enterprises, the new staff required in the next few years was not guaranteed. At present, interest in vocational advancement training was dwindling in this respect. State assistance was a major step to establishing a balance between general

and vocational training, the Minister stressed.

According to the Chambers of Trades, the average costs of schemes for participants in advancement training as masters, technicians or other middle management amounted to DM 15,000 (approx. ECU 8,000) for one-year full-time measures and, around DM 10,000 (approx. ECU 5,400) for part-time measures. The law will apply to around 90,000 eligible individuals. Of these some 30,000 are participating in full-time course and 60,000 in part-time.

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● **Towards a European area for vocational qualifications. European Forum on Vocational Training, Brussels, 8-10 November 1993**  
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 ISBN 92-826-8820-8  
 EN, FR

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● **Programme "Jeunesse pour l'Europe". Rapport annuel de la Commission - 1993**  
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 ISBN 92-77-88347-2 (fr)  
 ISSN 0254-1491 (fr)  
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● **Communication from the Commission to the Council - Follow-up to the Essen European Council on Employment**  
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 COM(95) 74 final, 08.03.1995, 5 p.  
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 ISSN 0254-1475 (en)  
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● **Key data on education in the European Union**  
 European Commission: Directorate-General XXII - Education, Training and Youth  
 Luxembourg, Office for Official Publications of the European Communities, 1995, 110 p.  
 ISBN 92-826-9142-X (en)  
 DE, EN, FR

*The documents mentioned above may be obtained from EU national sales offices or the Office for Official Publications of the European Communities*  
 2, rue Mercier  
 L-2985 Luxembourg  
 Tel.: 352+49 92 81  
 Fax: 352+49 00 03

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 The Education Information Network in the European Union and the EFTA/EEA countries (EURYDICE)  
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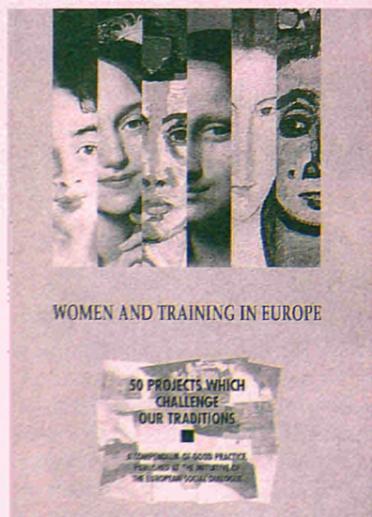
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*La Documentation française, 29 quai Voltaire, F-75344 Paris Cedex 07*

● **Actes de la conférence finale d'impact du Programme FORCE. 8-9 décembre 1994, Rueil-Malmaison**  
 Centre d'Etudes de Formation d'Animation et de Recherche (CEFAR) - Délégation à la formation professionnelle  
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● **Partenaires pour les emplois et les formations de demain. Actes du colloque 13-14 juin 1994 à Paris**  
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*Délégation à la formation professionnelle, Immeuble le Mercure 1, 31 quai de Grenelle, F-75015 Paris*

● **Individual portfolio Pilot Project. Final synthesis report. Summary and recommendations.**  
 National Council for Vocational Qualifications (NCVQ)  
 London, NCVQ, 1995, 68 p. + annexes  
 EN, FR  
*A summary of this synthesis report and the recommendations are available in DA, DE, EN, ES, FR, GR, IT, NL, PT*  
 NCVQ, 222 Euston Road, UK-London NW1 2BZ

● **Women and Training in Europe. 50 projects which challenge our traditions**  
 Union of Industrial and Employers' Confederations of Europe (UNICE) European Centre of Enterprises with Public Participation (CEEP) European Trade Union Confederation (ETUC)  
 Brussels, CES, 1995, 72 p.  
 DE, EN, FR  
*ETUC, boulevard Jacqmain 155, B-1210 Bruxelles*



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*UNICE, rue Joseph II 40/bte 15, B-1040 Bruxelles*  
*CEEP, rue de la Charité 15/bte 12, B-1040 Bruxelles*  
*ETUC, boulevard Jacqmain 155, B-1210 Bruxelles*

● **Teacher education in Europe**  
 European Trade Union Committee for Education (ETUCE)  
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*ETUCE, boulevard E. Jacqmain 155, B-1210 Bruxelles*

● **The puzzle of integration. European Yearbook on Youth Policy and Research**  
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 INFFO-Flash, n° 427, avril 1995, p. 10-13  
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 Frenzel-Berra, R.C.  
 Federal Institute for Vocational Training (BIBB)  
 Berlin/Bonn, BIBB, 1995, 72 p.  
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 Deutsches Institut für Internationale Pädagogische Forschung  
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 ISBN 3-7890-3730-3  
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● **Telematics for Education and Training**  
 Held, P.; Kugemann, W.  
 Amsterdam, IOS Press, 1995, 400 p.  
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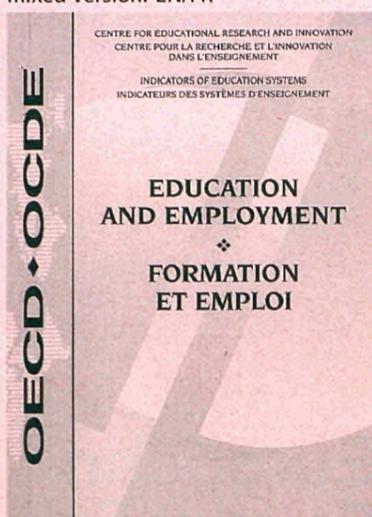


● **Labour market and skill trends 1995/96**  
 Skills and Enterprise Network  
 Sheffield, Employment Department, 1995, 96 p.  
 EN  
*Skills and Enterprise Network, PO Box 12, West PDO, Lean Gate, Lenton, UK-Nottingham NG7 2GB*

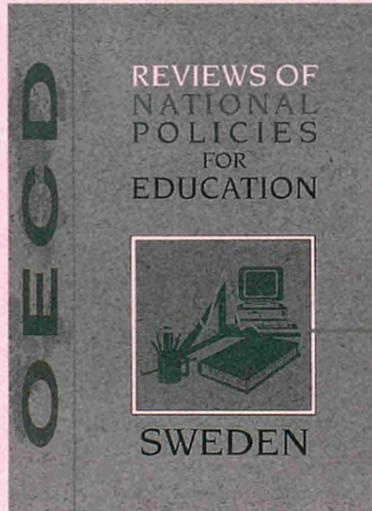
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 Andreasen, L.E.; Coriat, B.; Den Hertog, F.; et al.  
 Essex, Frank Cass and Company Limited, 1995, 332 p.  
 ISBN 0-7146-4151-0 (paperback)  
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● **Pays de l'OCDE. Le passage de l'école à la vie active**  
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 ISSN 1145-1408  
 FR  
*The proceedings of this seminar have been published in a special number of IRES (spring 1995).*

● **Education and employment - Indicators of education systems/Formation et emploi - Indicateurs des systèmes d'enseignement**  
 Organisation for Economic Co-operation and Development (OECD)  
 Paris, OCDE, 1995, 160 p.  
 ISBN 92-64-04357-8  
 mixed version: EN/FR



● **Reviews of national policies for education - Sweden**  
 Organisation for Economic Co-operation and Development (OECD)  
 Paris, OECD, 1995, 244 p.  
 ISBN 92-64-14380-7  
 EN, FR



● **World labour report 1995 (8 ed.)**  
 International Labour Organization (ILO)  
 Geneva, ILO, 1995, 121 p.  
 ISBN 92-2-109447-2 (en)  
 EN, ES, FR  
*International Labour Office, Publications Branch, CH-1211 Geneva 22*

Selected by: Maryse Peschel  
 Documentation, CEDEFOP  
 Tel.: 30-31+490 171



**page 5** white papers: IRL: education; UK: competitiveness; DK: commercial VET courses; trade unions and the future of VET; **page 6** D-GR: chamber of industry and commerce; E: vocational training map; B: I'm thinking of my job; NL: new national qualification structure; UK: joint council launched by awarding bodies; **page 7** D: BAYER/special training courses; P: framework programme "Jade"; EU: youth research cooperation "Cyrce"; congresses; **page 8** contacts; impressum.

## Vocational training policy/ Initial Training/Congresses/Contacts

Ireland:

### White paper on education published

**The recent publication of the Irish Government's White Paper on Education\* is the culmination of a lengthy process of consultation among all the major partners in education. It examined policy directions and set targets for future developments in the educational system which would result in significant organisational change.**

A wide range of topics is addressed, from the raising of the school leaving age, to new controls for private colleges, the strengthening of the school year, increased in-service teacher training and statutory parental involvement on school boards.

Of more significance are the fundamental proposals of the White Paper on

(1) the devolution of powers in the administration of schools from the Department of Education to 10 new regional education boards. These boards will own all new school buildings and lease them to different groups or patrons wishing to provide education in a particular area e.g. multi-denominational schools or Gaelscoileanna (schools teaching through the Irish language) and

(2) the new management structure for more than 3,200 primary schools which will see the end of religious majority control of the boards of management with a stronger role for parents in the educational process.

In the area of vocational training, a new Further Education Authority representative of all relevant agencies will provide a "coherent national development framework" for vocational education and training outside the third-level sector, as well as adult and continuing education. The Authority's primary tasks will be to advise the Minister on policy, to co-ordinate provision at national level and to allocate budgets for such provision to each regional education board. It will liaise with TEASTAS, the Irish National Certification Authority

which is being established to develop and regulate authoritative, national certification for vocational and adult education and/or training programmes. The respective roles of the Department of Education and the Department of Enterprise and Employment will be clarified so as to avoid unnecessary overlap and duplication in provision. This subject will also be dealt with in the up-coming White Paper on Training.

Legislation is to be introduced next year to give effect to the major changes in the education system proposed by the White Paper.

\* Department of Education: Charting our education future, White Paper on Education. Dublin: Stationery Office, 1995. ISBN 0-7076-0450-8

Source: FAS

United Kingdom:

### White paper on competitiveness

**A wide ranging package of education and training initiatives form a key part of the government's new White Paper 'Competitiveness: Forging Ahead' which was released at the end of May. The paper sets out a variety of new measures to encourage schools, colleges, Training and Enterprise Councils (TECs), companies and individuals to meet the challenge of world-wide competitiveness in the future.**

It argues that "a motivated, flexible and highly-skilled workforce is vital to the UK's international competitiveness. The government aims to achieve this by increasing choice and raising standards at all levels". It identifies skill shortfalls, particularly at intermediate levels and notes that training by smaller firms needs to be improved. The paper reinforced the government's support of National Education and Training Targets and it supports the idea of a Sector Targets Challenge for Industry Training Or-

ganisations to pilot the development of targets. Also detailed is the Small Firms Challenge which will offer UK £5 million for the best training projects involving ten or more small companies. Legislation will be introduced to improve careers education and guidance and there will be a range of measures to increase choice in education and training for 16-19 year olds.

Competitiveness: Forging Ahead. HMSO 0-10128672-4 UK £19.50

Source: IPD

Denmark:

### White paper: Renewal of commercial VET courses in Denmark

**A white paper has just been published about the renewal and modernization of the initial vocational education and training courses provided by the commercial schools (office, retail, decoration, sales assistant, computer assistant, and financial sector). Major changes are suggested. New introductory routes into commercial schools' courses and a pedagogical renewal based on new teaching methods are proposed. In general, courses will take longer to complete.**

It is argued that changes are required now due to the fact that analyses of qualification needs in the commercial and administrative fields demonstrate an increase in the number of jobs requiring high (and rising) skills, and those requiring broader qualifications.

The content of courses must support the development of a new mixture of general, personal and vocational qualifications which are required by companies today. This implies that teaching methods at the commercial

schools will have to undergo substantial changes. Many more student activating teaching/learning methods will have to be introduced with an emphasis on practical training of theoretical knowledge and skills. The vocational profile must be accentuated through interdisciplinary project work with job relevant activities.

Flexible introductory routes from compulsory schools into commercial schools must be developed, including increased guidance.

Source: Undervisningsministeriets Nyhedsbrev, Nr. 3 1995 / SEL

Denmark:

### Danish trade unions and the future of VET in Denmark

**The Danish Federation of Trade Unions (LO) has just presented a report\* containing a critical analysis of the initial vocational education and training (VET) reform of 1991, and ideas and proposals for a "mini-reform" of VET in order to secure a continued qualitative development of vocational courses.**

LO finds that the Danish VET system is a modern system and, basically, functions well. But adaptation and adjustment will be needed in the coming years. Among the reform proposals are concrete measures to change the admission routes into VET courses as well as the structure of vocational courses. It is pointed out that more precise quality requirements are needed. A more coherent structure is also needed so that the

passage from initial to further education and training is streamlined. It is also argued that a placement guarantee is required in the alternance based Danish VET system to make VET courses attractive to young people.

A central point in the LO discussion paper is the role of the social partners. LO puts forward ideas to further develop:

- the educational planning role of the Local Education and Training Committees (at the school level);
- the competence of the Trade Committees concerning individual VET courses (at the sectoral level);
- the competence of the advisory Vocational Training Council (at national level).

Four years after the implementation of the VET reform in Denmark a new reform dialogue has now been started by this contribution from the LO.

\*Landsorganisation i Danmark. Debatoplæg om Fremtidens erhvervsuddannelser. Oktober 1994. ISBN 87-7735-229-7.

Source: SEL

## Vocational training in commerce in the dual system

**The German-Greek Chamber of Industry and Trade (D-GR IHK) is introducing a systematic vocational training course in commerce hitherto unknown in Greece in order to extend and improve Greek-German economic relations.**

The training programme provides companies with well-trained job seekers. As an alternative to university studies young people are offered the basis for a successful career.

### Training system

The D-GR IHK offers vocational training within the dual system. The training is provided by the company and the vocational training school:

1. The major part of practice-oriented instruction takes place in the company.
2. The trainee is released by the company twice weekly to attend a vocational training school which is organized by the Chamber.

The method of imparting knowledge and skills should guarantee acquisition of the required occupational experience. The vocational training courses run parallel to training in the company (extending the specific knowledge acquired and supplementing general education).

### Training occupation

The vocational training is oriented towards the needs of German-Greek trade, industrial and economic relations. If required the training occupations can be changed or supplemented. At present training is offered for the occupations of wholesale and industrial clerk.

### Training contents

Theory and practice are coordinated and the training plans supplement each other. As training is in line with German training framework plans and curriculums, it is officially recognised.

Current training plans include theory and practice in areas such as general commerce, goods procurement and stock, goods delivery and freight despatch, foreign trade, billing, accounting and data processing, payment and financing, personnel management and Greek company law.

Examinations are set by the Examinations Committee of the Chamber which also issues the certificates.

### Organization/Funding

The training is organized by the "German-Greek Society for the Promotion of Vocational Training", seated within the D-GR IHK and is funded through members' contribu-

tions and school fees. Some 24 companies are members of the Society. The annual subscription amounts to 200,000 GRD (ECU 665).

The trainees receive a monthly training allowance from the companies equal to the minimum wage. The trainees pay fees amounting to 10 x 22,000 GRD annually (10 x ECU 75).

### Entry requirements

For training for the occupation of wholesale and industrial commercial clerk: university entrance examinations or completion of the two-year Advanced Vocational Training College at the German School in Athens or the "Apolitirion" in the Greek section of the German School in Athens or at a Greek lyceum. Nationality does not play a role.

As theoretical instruction and the examinations are currently in German, corresponding language skills are required.

### Integration in the company

The training firms invest considerably through funding the Society, paying training allowances, creating work places and through intense practical instruction in all sections of the company.

This guarantees thorough training and good prospects of being offered steady employment in the company.

Surveys show that the companies involved are largely pleased with those who have completed training and that one year after completing training they have assumed important positions in the companies.

### Applications/Deadlines

Anyone interested must submit his/her application for a training place to the member company.

Prior to this contact should be made with: Deutsch-Griechisch IHK Dorylaou 10-12, GR-11521 Athens Tel. 30-1+6444524-5 Fax 30-1+6445175

Applications along with curriculum vitae, photograph and copies of certificates should be submitted in April/May each year. The training courses commence in the middle of September.

Source: Athens Newspaper, Economics, No. 81, 28.7.1995, page 12/4

United Kingdom:

## Joint council launched by awarding bodies

**The three major awarding bodies for vocational qualifications - City and Guilds of London Institute, Business and Technology Education Council (BTEC), Royal Society of Arts (RSA) Examination Board - have launched a joint council to co-ordinate key aspects of work on the popular General National Vocational Qualifications (GNVQs).**

The Joint Council of National Vocational Awarding Bodies will work to ensure that GNVQs are of a high quality, and that consistent standards are applied in all schools and colleges. The Joint Council consists of the Chief Executives of the three organisations. Working groups will be established as necessary to handle particular issues.

Source: IPD

Spain:

## The Ministry of education and science presents the vocational training map

**The Minister of Education and Science recently presented the new Map of Vocational Training Supply for all regions in which education is administered by the Minister. The Map represents the latest drive to adjust training supply to socio-economic and employment demand and to respond effectively to technological change.**

An important feature of the Vocational Training Map is the newly-created catalogue of occupational titles, which includes a list of over 150 occupational profiles belonging to 22 families organized in four sectors (primary, construction, industry and services). Also noteworthy has been the participation of the

social partners and employer's organizations in drawing up both the Vocational Training Map and the Catalogue of Titles.

The Vocational Training Map is to be updated at least every five years in order to keep training supply in line with the real needs of the labour

market in every region. Updates will be prepared with reference to what are known as socio-economic zones - that is, territorial units within which training supply is defined and numbers of eligible candidates determined.

SOURCE: Comunidad Escolar 26/4/95 YA 21/4/95

Belgium: Association founded

## I'm thinking of my job

**Lack of guidance also impedes young people's transition to working life. This is the motto of the programme "I'm thinking of my job" the aim of which is to prevent unemployment among young people.**

This association demonstrates the desire of the subregional committees for employment and training in the Flemish region to pursue a preventative policy among young people completing primary education and commencing secondary education. The programme aims to provide young people and their parents with as much information as possible on trades, particularly those offering prospects for those leaving school. Information also focuses on school

guidance and on new trades resulting from the use of new technologies in production, computer science and electronics.

As part of the programme activities for "I'm thinking of my job" a Flemish forum is organized annually to introduce trades and to provide the opportunity to discover and learn more about a large array of jobs at a common venue in a practical way. As in the past, some 10,000 young people are expected at this platform

which is unique in that it offers young people the opportunity to get to know hundreds of specialists demonstrating the practical aspects of trades. The organizers insist that exhibitors demonstrate the trades as specifically as possible, allowing visitors to sample the work experience for themselves.

Information: asbl "Mon métier, j'y pense", rue W. Ernst 1, B-6000 Charleroi Tel.: 32+71 30 34 42, Fax: 32+71 30 34 31 Source "Dynamisme wallon" - March 1995

Netherlands:

## Development of new national qualification structure

**The development of a single qualification structure for vocational training programmes was started last year.**

This project aims to:

1. enhance the transparency of curricula, certificates and diplomas;
2. train students to attain the professional qualifications recognized by the sector;
3. improve the horizontal and vertical transfer by creating more effective educational routes wherever useful;
4. facilitate recognition of qualifications acquired previously elsewhere;
5. reduce the number of students dropping out prematurely.

The development project has been divided into three phases:

- Phase 1, the classification schedule, which has now been completed;
- Phase 2, the framework, which is currently under development; and
- Phase 3, the development of final attainment targets inside the framework, to be completed by 1 August 1996.

Each qualification to be attained must be threefold:

- a professional qualification;
- a transfer qualification,
- a social and cultural qualification.

Five classification levels can be distinguished, four of which are at the level of secondary vocational education, and one at the level of higher education. The latter will not be considered here. Classification criteria are responsibility, complexity and transfer.

- Level 1**
  - assistant; nominal study load: **1,600** hours.
- Level 2**
  - basic professional; nominal study load: **4,800** hours.
- Level 3**
  - specialized professional; nominal study load: **6,400** hours.
- Level 4**
  - middle management position; nominal study load: **6,400** hours;
  - expert; nominal study load: **3,200** hours.

Basically, two educational routes are available: full-time education and the apprenticeship system. A combination of the two is also possible.

Source: CIBB

United Kingdom:

## More vocational courses within higher education

**The Higher Education Funding Council for England plans to make UK£ 60 million (ca. ECU 72 million) available over the next four years to help universities and colleges develop vocational programmes suited to employers' needs.**

It wants to encourage activities like those of Loughborough University, which is working on courses in waste management, health and safety, and risk management and the University of Bath, which is extending its reach

to employers through distance learning. It is hoped that not only undergraduates and graduates will benefit from the new courses and delivery methods but also employers and those without formal qualifications

who can demonstrate that they are capable of completing their chosen course. Nearly 100 institutions will benefit from the scheme in the current financial year.

Source: IPD

Germany:

## Special training course at BAYER for holders of the final school-leaving certificate

As of September 1995 BAYER AG, Leverkusen, Germany will be offering a new international special training course. In the space of four and a half years an initial group of 20 participants will obtain three certificates upon completion of one training course: commercial clerk, certified business management expert (FH), Master of International Business Studies.

In the first two years training as a commercial clerk will be provided at Bayer. Parallel to this, the curriculum also envisages 16 hours per week at the Technical University for Economics and Management in Essen, Germany. At the end of the two years the trainees sit an examination at the Chamber of Industry and Commerce. What is more, they will also hold the first diploma of the Technical Univer-

sity. The main course of study begins in the third training year - again with 16 hours per week. During this period the commercial clerks will already be working in a division of Bayer AG and will receive a salary. In the fourth year of training a dissertation is written and the final examination taken. On conclusion of the training as a certified business management expert (FH), holders of this

diploma will spend one year at Surrey University in South England which is financed by Bayer in the form of a loan. Participants can obtain the Master of International Studies.

More detailed information can be obtained from Bayer AG, Personnel Department Training, D-51368 Leverkusen  
Tel.: 49+214-303684; Fax: 49+214-303279  
Source: "Handelsblatt" No. 233/1994  
"Die Welt" No. 276/1994

Germany/China:

## Dual system of vocational education and training to combat scarcity of skilled workers in P.R. China

There is a scarcity of well-trained skilled workers in the People's Republic of China. German companies complain that their local skilled workers are being poached. In co-operation with German-Chinese enterprises the German Society for Technical Co-Operation (GTZ) wants to alleviate this crisis in vocational training.

The heads of government of both countries, Kohl and Li Peng, have made promotion of vocational training the main focus of their common policy. The Chinese would also like to install a similar system in their country like the German dual system of vocational education and training. The GTZ is making efforts to initiate

co-operation between German-Chinese joint venture companies and state-run vocational training facilities at the Shanghai conurbation. The Federal Republic of Germany will in fact provide financial support for these projects, but as a matter of principle, training is to be paid for by the companies themselves.

Source: "Die Welt" No. 114 of 17 May 1995

Portugal:

## Framework Programme "Jade"

Within the framework of the European Social Fund strand of the Community Support Framework for 1994-1995, the Portuguese Institute for Youth is going to set up the framework programme JADE.

JADE involves Young Development Agents aiming to upgrade young people and to promote their integration into working life thanks to a skill-generating training scheme in areas with a high potential for the creation of new jobs as well as in areas of innovative activity. This programme differs from other vocational training programmes in that it is designed directly and exclusively for young people who hold higher academic titles and in that it envisages a period of extended training in

a real work context which is conducive to the articulation and complementarity of technical-scientific knowledge and skill-generating professional experience.

Participants undergoing training under the JADE programme will be given a training grant on the same level as the minimum monthly wage guaranteed by law for the duration of theoretical training. For the duration of practical training, the level of the grant will be doubled.

Quelle: SICT/MESS

Europe: Networks

## Circle for Youth Research Cooperation in Europe (CYRCE)

Founded at the premises of CEDEFOP in April 1990 and registered in Berlin as a non profit making association, CYRCE is promoting research and research cooperation related to childhood, youth and young adulthood as integrated concerns in the contemporary (post-Cold War) context.

Its present members are 13 established academics, administrators and policy-makers from 9 European countries, who have long-standing involvement in transnational youth research and policy endeavours.

CYRCE's profile consists more especially of

□ conceiving, co-ordinating and contributing to European conferences

□ developing, editing and publishing the bi-annual publication of the "European Yearbook on Youth Policy and Research", the first issue was published in May 1995 by W. de Gruyter (Berlin-New York ISBN 3-11-014565)

□ widening and deepening the relations with expert committees of the Council of Europe and the Euro-

pean Union or experts drawn from the respective Member States

□ preparing and organizing jointly, with UNESCO's Infoyouth worldwide network for youth information, bi-annual international seminars.

Further information:  
CYRCE e.V. Head Office  
c/o Dr. Sibylle Hübner-Funk  
Theresienstraße 51, D-80333 Munich  
Phone/Fax: ++49 89 521993

Source: CEDEFOP/BS

# Congresses – Seminars – Conventions



7.-9. November 1995

**Brussels/B**

Employment Week  
Third European Conference and Exhibition

A working future for Europe  
Information:

Clare McSheaffrey, Administrator  
Touchstone Exhibitions and Conferences Ltd.

4 Red Lion Street  
Richmond-upon-Thames  
Surrey TW9 1RW, UK  
Tel.: 44-181+332 00 44  
Fax: 44-181+332 08 74

24./25. November 1995

**Berlin/D**

Online Educa Berlin  
International Conference on Distance Learning • Conférence internationale sur l'enseignement à distance • Internationale Konferenz für Fernunterricht

Information:  
International Consultants for Education and Fairs GmbH (ICEF)

Am Hofgarten 18  
D-53113 Bonn (D)  
Tel.: 49-30+228 22 30 86  
Fax: 49-30+228 21 19 44

12.-16. February 1996

**Stuttgart/D**

Interschul, internationale Bildungsmesse  
Fachteil Weiterbildung und Beruf

Information:  
Messe Stuttgart  
Internationale Interschul '96  
Ingeborg Müller Dipl. Ing. (FH)  
Projektleitung  
Am Kochenhof 16  
D-70192 Stuttgart  
Tel.: 49-711+2589-448  
Fax: 49-711+2589-640

22.-24. May 1996

**Aalborg/DK**

EuroEducation '96  
Politics of education, content of teaching, teaching practice

Information:  
Aalborg Kongres & Kultur Centre  
P.O. Box 149  
DK-9100 Aalborg  
Tel.: 45-9935+5555  
Fax: 45-9935+5533

11.-14. June 1996

**Rovaniemi/Finland**

Information Technology in the Humans Services: Dreams and Realities  
University of Lapland

Information:  
Husita 4 Bureau  
National R&D Centre for Welfare and Health  
P.O. Box 220  
Fin-00531 Helsinki  
Finland  
Fax: 358-0+3967 2001  
e-mail: husita4@stakes.fi



It is an important aspect of CEDEFOP's work to promote the exchange of information, encounters and cooperation between all those involved in vocational training. **CEDEFOP info** serves as a platform for this. Well-prepared texts of a concise nature have a better chance of obtaining a positive reaction through this multilingual publication.

Germany:  
**Contacts sought on the topic "Occupational profiles and the vocational training of health supervisors/inspectors"**

The Working Group of health supervisors and hygiene inspectors in Germany intends to organize a European conference in 1996 on "Occupational profiles and vocational training of health supervisors and inspectors in European comparison".

The aim is to portray a clear picture of the occupation and to facilitate unlimited exercise of the occupation within the European Union.

Interested experts, occupational representatives and associations should contact:

Berufsverband Bayerischer Gesundheitsaufseher,  
z. Hd. des Landesvorsitzenden  
Oskar G. Wenig,  
Am Sand 9,  
D-97828 Marktheidenfeld

The association is also interested in active cooperation with others in planning, preparing and organizing the conference.

Germany:  
**EU Partners sought for training and further training projects**

The Bundesfachlehranstalt für Elektrotechnik e.V. (Bfe)(Federal Teaching Institute for Electrical Technology) in Oldenburg, Germany is a private training institute for the training and further training of skilled technicians in all electrical occupations.

For the project "Multimedia learning system for the initial and continuing training of electrical technicians" the institute is urgently looking for contacts with firms and training institutes throughout the EU wishing to

Germany:  
**Contacts sought in the metal and wood processing industries and in office organization**

The "Angermünder Bildungswerk zur Förderung des Handwerks und des Mittelstandes e.V.(ABW)" is a non-profit making training institute in Germany. It was founded to provide young people with initial training in trades and commercial and technical areas.

The ABW gained a wealth of experience in preparing and organizing the "PETRA II" programme jointly with partners in the Netherlands. To implement the "Youthstart" programme the "Angermünder Bildungswerk e.V." is seeking contacts with corresponding training centres in Denmark and Austria.

Contact address:  
Herr D. Erdner or Herr V. Maaß,  
Angermünder Bildungswerk e.V.  
Straße an der MTS 7  
D-16278 Angermünde  
Tel: 49-3331+26050  
Fax: 49-3331+260577

take part in the project. They plan to apply for financial assistance in the LEONARDO and ADAPT programmes. A basic condition of participation is interest in producing learning software for electrical occupations.

Contact address:  
Bundesfachlehranstalt für  
Elektrotechnik e.V.,  
Herrn Eissner,  
Donnerschweer Str. 184,  
D-26123 Oldenburg.  
Tel.: 49-441+340920,  
Fax: 49-441+340239

Germany:  
**Contacts: study visits for vocational training staff**

The Carl Duisberg Association, in conjunction with the Federal Ministry for Education and Science is offering 10-20 day study visits to 11 countries. The visit includes a theoretical introduction to the vocational training system of the country, visits to initial and continuing training institutes and companies and the exchange of views with foreign colleagues. The association pays for travel and subsistence costs.

Occupation-related language courses are offered in Spain, France, Italy, Ireland and Great Britain, particularly for staff in small and medium-sized enterprises and for the unemployed.

Further information and registration forms can be obtained from:  
Carl Duisberg Gesellschaft e.V.,  
Gruppel 15, Hohenstaufenring 30-32,  
D-50674 Cologne  
Tel. 49-221+2098-0,  
Fax 49-221+2098-222

United Kingdom:  
**European job fair for training in computer technology and electronics**

The Charles Wootton Technology Centre was established in 1982 in response to mounting social and economic problems affecting disadvantaged inner-city areas of Liverpool. Its aim is to serve both residents in the community and local industry.

To fulfil these aims, the Centre has recently felt the need to implement a number of changes to keep pace with the changing economic climate, labour market and forms of funding. Its development strategy for the future is heavily dependant on establishing a European network of opportunities for existing and future students.

The centre is involved in the following areas, chosen following extensive labour market research:

**Computers**  
(Computer applications, software solutions, data analysis and networking solutions/applications)

**Electronics**  
(Systems control, equipment test and repair and embedded systems).

It wants to establish a Trans-national Employers Forum to provide secondment, exchange visits, placement activity and employment opportunities.

Further information from  
Tom Horton (Operations Manager),  
Charles Wootton Technology  
Centre Ltd,  
Streatlam Tower,  
5 Princes Road,  
GB-Liverpool L8 1TG,  
Tel.: 44-151+709 0340,  
Fax: 44-151+708 7552.

Spain:  
**Seeking partners with a view to co-operation**

The Rosario Town Council, with the Victoria de Acentejo Town Council and the Canary Islands Youth Council which represents Canarian Youth Associations situated in the Canary Islands (Spain), is seeking partners with a view to co-operation, for example in the presentation of projects to the Leonardo da Vinci programme. The contents of these projects will include new technology training actions.

Contact:  
Canary Islands Youth Council  
.C/Villalba Hervás, 2-8º  
ES-38002 Santa Cruz de Tenerife,  
Canary Islands  
Tel.: 922+28 35 03 or 28 35 50  
Fax: 922+24 51 32.  
Contact: Angel Rivera Ruz

Victoria de Acentejo Town Council  
.C/Plaza de la Iglesia s/n  
ES-38380 La Victoria de Acentejo,  
Tenerife, Canary Islands  
Tel.: 922+58 20 02  
Fax: 922+58 01 76  
Contact: Lucía Mesa Rivero

Rosario Town Council  
Plaza del Ayuntamiento 1  
ES-38290 La Esperanza El Rosario,  
Tenerife, Canary Islands.  
Tel.: 922+54 80 00  
Fax: 922+54 82 80  
Contact: Genoveva Hernández Conde

## Impressum



**page 9** D: AEG model; F: joint collection agencies; UK: training levies; **page 10** B: training pass for the motor vehicle sector, inter-professional agreement and Federal Jobs Plan 95/96; **page 11** D-IRL: apprentice exchange scheme; IRL: forecasting occupational change; E.; P: certificates; GR: vocational training certification, vocational training centres; **page 12** A: SME's; B: educational leave; F: decentralisation/training/youth, "Eurodysée"; CEDEFOP documentary information network.

## Training costs/Funding Continuing training/Media

Germany:

### AEG model: vocational training more useful than expected

**In all past calculations, training costs were considerably higher than yields brought to the company by the trainees. A new study at "Allgemeine Elektrizitäts-Gesellschaft" (AEG), one of Germany's largest companies, shows that training is worthwhile - if its usefulness is correctly assessed.\***

The "Bundesinstitut für Berufsbildung" (Federal Institute for Vocational Training, BIBB) has assessed that in 1991, training costs for one trainee averaged DM 29,600 (= approx. ECU 15,685). A trainee's productivity, i.e. the income he/she generates in the second, third and fourth training years, must be subtracted from these training costs. The BIBB survey has assessed this productivity at DM 11,700 (= approx. ECU 6,200).

This, however, represents only part of the usefulness of vocational training. AEG has now calculated the indirect usefulness.

This new calculation takes into account all "coincidental income" (chart); these are all the costs a company would have to face if it chose to cover its training needs on an external market rather than to train on an in-house basis.

AEG has assessed this indirect usefulness of training in the industrial/technical field at DM 9,600 (= approx. ECU 5,087) to DM 22,700 (= approx. ECU 12,028) per trainee; in the commercial field, it would range from DM 9,000

(= approx. ECU 4,770) to DM 23,500 (= approx. ECU 12,540). There are also additional indirect advantages which are difficult to quantify in monetary terms:

- in-house training avoids staffing errors, as it makes it possible to assess a trainee's potential performance with a reasonably high degree of exactness;
- trainees tend to identify more strongly with the company that trained them;
- training increases the attractiveness of a company as an employer.

According to a survey of 6,500 companies carried out by the Institute for Employment Market and Vocational Research of the "Bundesanstalt für Arbeit" (Federal Employment Agency), 51% of all industrial enterprises do not plan to cut back their training measures in the coming three years. However, it must be said that 20% of the companies surveyed do intend to train fewer specialized staff in the future. At the time of the last survey, in 1990, only 9% had reported this trend.

One reason surmised by the researchers for this reduced willingness

to train is the increased upward pressure on costs brought on by the recession, which has led to spending cuts in training as well as in other areas. Experts agree that vocational training must be optimized even further, and not only for this reason. Several proposals have been made in this direction:

1. Training concepts must be constantly updated. A company using modern machines in its training activities will be spared costly re-training measures later on.
2. Trainees must be prepared specifically for work in their future departments right from the start. This saves on high on-the-job initiation costs.
3. On-the-job training must be given greater importance. AEG already has trainees spend half their time in the training workshop and the other half directly in the company's operating and assembly divisions.
4. In cooperation with the relevant vocational school, managers of training departments must find ways to ensure an even finer coordination between in-company training and school instruction.
5. The usefulness of training is increased if junior staff are given development opportunities. This gives them less reason to change companies, ensuring long-term feasibility of training investment.

\* Günter Cramer / Karlheinz Müller: Nutzen der betrieblichen Berufsausbildung; Beiträge des Instituts der deutschen Wirtschaft zur Gesellschafts- und Bildungspolitik, no. 195, Cologne 1994, 36 pages in German, Price: DM 11.90 (= approx. ECU 6.50).

Source: Information service of the "Institut der deutschen Wirtschaft", no. 37/1994

France:

### Reorganization of the system for collecting companies' contributions to continuing training

**The Five Year Law of 20 December 1993 postulated the principle of reducing the number of bodies collecting company contributions to continuing training and of making collection more efficient by separating collection and training activities.**

The list of the 96 joint collection agencies approved by the government has been published in the March issue of the Official Gazette. (It should be recalled that previously the collecting agencies numbered 255.) As was the case, these collection bodies are managed by the social partners.

They can be divided into three categories:

- 41 national sectoral bodies,
- 25 national and regional interprofessional bodies,
- 30 bodies managing individual training leave (25 of which are regional).

The first two types of organization have the task of collecting the contributions from the companies for the company training plan and the con-

tributions to alternance training for young people.

During reorganization, the question of the relative importance of the contributions per sectoral branch and that of interprofessional contributions was discussed by the social partners and final conclusions have still to be reached.

The provisions governing the collection agencies are based on collective bargaining provisions anchored in the constitution of each of the organizations and on provisions decreed for all collection agencies.

The names and addresses of the new agencies are contained in the special issue of INFFO-Flash of March 1995.

Source: INFFO-Flash special of March 1995

United Kingdom:

### Training levies

The Engineering Training Authority (EnTra) has launched a document presenting both sides of the training levy debate, and is urging employers to be more involved in discussing the issue. It considers the viewpoint that a levy provides a legal mechanism for financing training in all companies and compares it to the argument that a levy will be seen as a new form of tax by companies, reducing profits in a time of recession which many companies cannot afford. The report describes how levies have worked in Australia, Britain, France and Singapore. The author maintains that a training levy in Britain could support Modern Apprenticeships and encourage multi-skilling and supervisory training.

\* Training Levies in Four Countries SENKER P. 1995 unpagged. Available from: EnTra Publications, PO Box 75, Stockport, Cheshire, SK4 1PH.

Source: IPD

United Kingdom:

### Training and small companies

Programmes to help people find employment and encourage small companies to take training more seriously have been launched by the Employment Department. The UK £63 million (ca. ECU 76 million) Skills for Small Businesses scheme, aimed at firms with fewer than fifty staff, will train selected 'key workers' to pass on their skills and knowledge to other employees. The programme, which could involve up to 24,000 companies, is being run by the Training and Enterprise Council. Funding for in-house guidance and external training will be made available.

Source: IPD

### Vocational training: indirect value

"Coincidental income" per trainee in the industrial/technical field

	DM	ECU
minimization of personnel acquisition costs	1,000 - 4,700	530 - 2,490
avoidance of increased wage costs	2,400 - 2,700	1,272 - 1,431
savings in employee orientation costs for specialized external personnel	4,100 - 13,100	2,172 - 6,941
savings in costs for adjustment qualification	2,100 - 2,200	1,113 - 1,166
<b>Total</b>	<b>9,600 - 22,700</b>	<b>5,087 - 12,028</b>

Belgium:

## New inter-professional agreement and Federal Jobs Plan 1995-1996

The arrangements of the previous agreement are continued subject to adjustments in the new inter-professional agreement 1995-1996, measures are specifically expected for the near future to the benefit of what are referred to as at-risk groups, to promote employment and vocational training for various target groups. The underlying core idea is to improve the financing of training in Belgium.

The new agreement additionally stipulates that 0.30% of the gross pay of employees in the various sectors will be used as follows in the future:

**0.30% 1995 (01.04.1995 - 31.12.1995)**  
 Distribution: 0.05% for child-care facilities  
 0.15% set aside for sectoral or company action to promote employment and training  
 0.05% to eliminate the shortfall in the system of Paid Educational Leave  
 0.05% for the Federal Jobs Plan (Formerly Guidance Plan for the Unemployed)

**0.30% 1996 (01.01.1996 - 31.12.1996)**  
 Distribution: 0.05% for child-care facilities  
 0.20% for sectoral or company action (employment/training)  
 An increase of 0.05% is provided for in comparison to 1995  
 0.05% for the Federal Jobs Plan (formerly Guidance Plan)

The new Jobs Plan mentioned above is operational from January 1995 and can be regarded as being the successor to the previous Guidance Plan for the (long-term) unemployed and the previous Young People's Jobs Plan.

The new Jobs Plan will run to the end of 1996 and is aimed at job-seekers who have been completely unemployed with entitlement to receipt of benefit for a maximum of one year and persons who have been drawing subsistence allowance for 12 months. An employer taking on someone from these categories pays only 25% employer's contributions in the first year and 50% in the second year. If people who have been unemployed for more than two years are taken on, a reduction of 100% (first year) and 75% (second year) is provided for. It is notable that the plan no longer contains an age restriction and that the Federal Minister judges

that a selective employment measure specifically aimed at young people is no longer necessary. It should, however, be pointed out that young people are eligible under the new Jobs Plan through previous involvement initiatives (and therefore do not need to have been unemployed with entitlement to receipt of benefit for one year), provided they attended alternance training in the context of part-time compulsory education, are between 18 and 25 years of age and have a work-training agreement behind them or they have attended a training course as job-seekers for a period of at least six months in what is known as a "training firm" ("Entreprise d'apprentissage professionnel", existing only in the French-speaking Community).

Sources:  
 - Study Service of the General Christian Trade Union  
 - Study Service of the Flemish Economic Union  
 - Financieel Economische Tijd, 13.1.1995  
 - Financieel Economische Tijd, Talent, 21.01.1995  
 - Le Soir, 21-22.01.1995

Continued from page 3

## Promotion of Advancement Training for Craft Tradesmen and Skilled Workers

Those undergoing full-time training to become master craftsmen would receive 1,045 DM (ECU 555) monthly. Of this DM 373 (ECU) is in the form of a grant and the remainder is a low-interest loan from the Deutsche Ausgleichsbank. For trainees who are married the grant is DM 420 (ECU 225) with an additional DM 250 (ECU 132) for each child.

To finance apprenticeship and examination costs the loan amounts to DM 20,000 (ECU 10,600).

The German Minister for Education intends to provide a total of DM 185 million (ECU 100 million) during the first year. Of this DM 150 million (ECU 80 million) are in the form of grants and the remaining DM 35 million (ECU 20 million) are to be used in the first year for providing loans. The Minister turned down the demands of the trades associations

stating they were "financially unrealistic".

The Education Minister plans to set the following admission requirements: the grant scheme for masters covers the entire training period and is interest free for the following two years. For those later setting themselves up in business there are plans to cut by half the amount of the loan to be repaid.

There is still debate between the federal and provincial governments over the draft law as it envisages, as is the case for students receiving grants, that the provincial governments bear 35% of the costs.

Source: Press releases of the German Ministry for Education, Science, Research and Technology of 8.3.95 and 16.3.95 and "Stuttgarter Zeitung" No. 79 of 4.4.95, "Handwerk Magazin" 4/95, "Norddeutsches Handwerk" No. 10 of 24.5.95, "HZ Deutsches Wirtschaftsblatt" No. 10 of 26.5.95, 17.8.95 Süddeutsche Zeitung Nr. 219/95, of 22.9.1995

Belgium:

## Training passport for the motor vehicle sector in Belgium

In view of the rapid technical innovation in the motor vehicle industry, Educam, an organization set up in 1990 by Federauto and the large trade union organizations of the Flemish and French communities in Belgium in the metal sector, propose to raise the skill levels of those working in the sector. This training within the sector aims to increase the flexibility and mobility of the company workers and at the same time increase company efficiency.

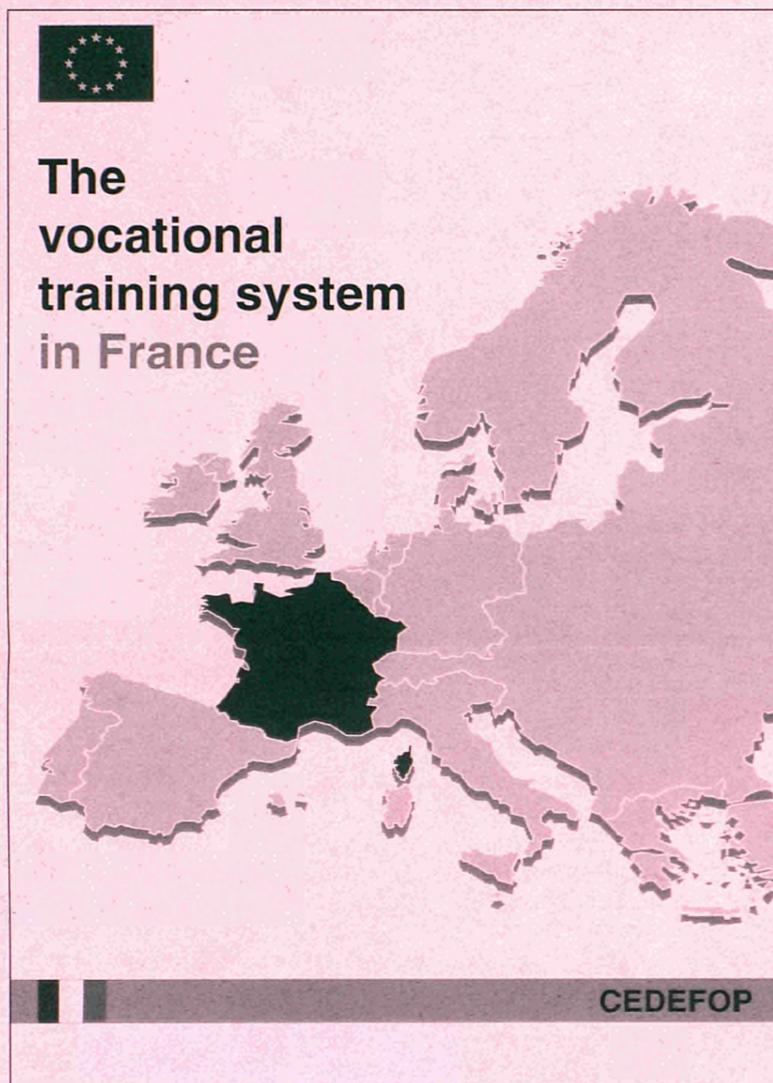
To be specific, Educam will issue some one thousand training certificates "determined by the sector" which attest retraining for those workers completing such a course. This support measure which is part of the social fund (the automobile sector plans in 1996 to pay 0.30% of total payroll into the fund) is a means of meeting the employer's

demand and adapting the worker to the working situation while avoiding any loss of status. Some 80,000 workers are in careers in some way related to the motor vehicle industry. Educam will soon provide training courses for apprentices (Flemish Community) and to pupils leaving technical education (French community). Cooperation is planned with

ORBEN (Office régional bruxellois de l'emploi) and, to develop courses in Flanders, Educam will collaborate with VDAB (the Flemish employment and vocational training office) and with VIZO (the Flemish institute for independent trade).

Information: Educam, boulevard de la Woluwe 46/8, B-1200 BRUSSELS Tel: 32-2+772 60 60  
 Source: "Le Soir", 25 and 26 February 1995  
 "Het Volk", 18 March 1995

## CEDEFOP Publications



### The vocational training system in Germany

1994, 109 p.  
 Languages: DE, EN, ES, GR, NL, PT  
 Cat.-No.: HX-81-93-826-EN-C  
 Price: ECU 14

### The vocational training system in France

1994, 126 p.  
 Languages: DE, EN, ES, FR, IT, PT  
 Cat.-No.: HY-75-92-954-EN-C  
 Price: ECU 14

### Das Berufsbildungssystem in Griechenland

1994, 102 p.  
 Languages: DE  
 Cat.-No.: HX-81-93-793-DE-C  
 Price: ECU 14

### Das Berufsbildungssystem in Italien

1994, 132 p.  
 Languages: DE, IT  
 Cat.-No.: HY-75-92-970-DE-C  
 Price: ECU 14

### The vocational training system in the Netherlands

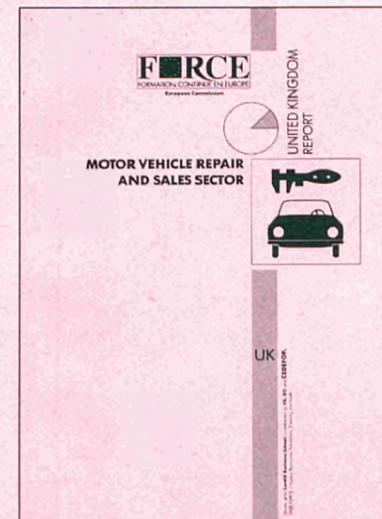
1994, 92 p.  
 Languages: DE, EN, FR, NL  
 Cat.-No.: HY-75-92-946-EN-C  
 Price: ECU 14

### The vocational training system in the United Kingdom

1994, 109 p.  
 Languages: DE, EN, ES, IT, PT  
 Cat.-No.: HY-75-92-962-EN-C  
 Price: ECU 14

### FORCE: Training in the retail trade - European report

1994, 95 p.  
 Languages: DA, DE, EN, ES, FR, IT, NL, PT  
 Cat.-No.: HX-80-93-727-EN-C  
 Price: ECU 8



### FORCE: Motor vehicle repair and sales sector - European report

1995, 97 p.  
 Languages: DA, DE, EN, ES, FR, IT, NL, PT  
 Cat.-No.: HX-85-94-866-EN-C  
 Price: ECU 8

### FORCE: La formation dans les industries alimentaires et des boissons: Rapport européen

1995, 120 p.  
 Languages: DE, ES, FR  
 Cat.-No.: HX-85-94-648-FR-C  
 Price: ECU 8

### Teachers and trainers in vocational training

Volume 1: Germany, Spain, France and the United Kingdom  
 1995, 190 p.  
 Language: EN  
 Cat.-No.: HX-88-95-961-EN-C  
 Price: ECU 10,50

CEDEFOP publications may be ordered through the EU Sales Offices. A CEDEFOP publications list will be sent free of charge upon request.



## More measures to combat long-term unemployment

**A major new initiative in combatting unemployment, with the emphasis on long-term unemployment, has been announced by the government. The new Local Employment Service (LES) will provide a comprehensive, integrated, locally-based employment service for the long-term unemployed incorporating an intensive guidance and placement service. It will provide a "gateway" or access point to this full range of options which should be available to enable the unemployed to return to the world of work.**

This initiative had been recommended by the National Economic and Social Forum in its report "Ending long-term unemployment" and by the specially convened Task Force on Long-Term Unemployment which assessed and approved the forum recommendations\*. The Task Force, representative of state agencies, social partners, local and other groups involved in providing services to the long-term unemployed, examined how the considerable range of state services could be better co-ordinated and developed into a coherent package of measures to be delivered at local level.

FAS - the Training and Employment Authority - as the principal labour market organisation involved, will have a key-role in supporting the service at local level. It will maintain

a register of clients and a database of all relevant opportunities available to clients in the locality. The provision of preparatory and foundation skills training, as well as mainstream training and the development of innovative training responses to cater for local needs, will also be part of its contribution.

A final report, reviewing the implementation of the Task Force recommendations on the LES and addressing in more detail the proposals of the forum in regard to increasing employment opportunities for the long-term unemployed, will be submitted to the government later this year (1995).

\* Office of the Taoiseach: Interim report of the Task Force on Long-Term Unemployment. Dublin: Stationery Office, 1995. ISBN 0-7076-1581-X Source: FAS

## Forecasting occupational change

**A report on occupational change in Ireland has recently been published\*. It is the fourth in the joint FAS/ESRI\*\* publication series concerned with analysing and forecasting occupational change in the Irish labour market. The forecast looks at the likely growth over the period 1991-1998.**

An overall expansion of 115,300 jobs or 10.2% is expected. The results indicate rapid growth for high skill occupations requiring more advanced qualifications and declining fortunes for agricultural and unskilled activities. The areas of rapid growth will be for managers/proprietors, professional, associate professional (such as nurses, technicians), with growth of between 20% and 23%. Security workers at 21%, then sales and service workers at 20% represent the next biggest forecast increases.

The number of employees in skilled maintenance will increase, at approximately twice the increase forecast for other skilled workers and semi-skilled operatives engaged in

core industrial activities. Despite technological change, the overall picture is still one of increase for clerical staff, with an increase of 12% expected between 1991 and 1998, due to the growth in financial, business and professional services. The biggest decline will be for agricultural workers, with a lesser decline in the number of unskilled labourers. The upward trend in female employment is expected to continue as is the trend towards part-time employment, in which category women form a large majority.

\* FAS/ESRI: Occupational employment forecasts 1998. Dublin: FAS, 1995. ISBN 0-7070-0157-9  
\*\* FAS-Training and Employment Authority  
ESRI-Economic and Social Research Institute Source: FAS

## Irish-German apprentice exchange scheme

**This year sees the completion of a trans-border further and continuing training scheme staged as part of the Petra II European training programme.**

Cooperation between the Crafts Chamber in Konstanz/D and the Irish Training & Employment Authority FAS (Foras Aiseanna Sochair) has enabled twenty young German and Irish women to be trained at the Crafts Academy in Rottweil/D following schooling at the FAS in Dublin. Two courses ran parallel: one for apprentice carpenters / employees from the wood processing industry and the other - in decorative plastering - for trainees from the FAS interior design retraining scheme. The qualified

trainers - three each from Germany and Ireland - underwent special preparations for the apprentice exchange scheme. They were required to apply what they had themselves learned in bilingual training courses in drawing up a teaching programme geared specifically to the target group of "Apprentices from Two Nations". The Konstanz Crafts Chamber and the FAS intend to exchange experiences and broaden their contacts in the future.

Source: "Handwerk Magazin": Beruf & Bildung, 1/95

## General conditions for the issuing of training and aptitude certificates

**Aiming to implement the measures to promote vocational certification, the regulatory decree no. 68/94 is based on the general conditions for issuing training and aptitude certificates.**

However, it should be pointed out that the prospects for the movement of workers in the European Union as well as the urgent need for the internal validation of vocational training oblige us to finalise immediately the corresponding system.

The points of reference for certification either for training certificates or for aptitude certificates are the occupational profiles which should include the following:

- the vocational area they cover,
- the national and international codes,
- the general and specific competences,
- the level of qualification.

The occupational profiles tend to be integrated into a national inventory

## Approval of Royal Decree on Certificates of Occupational Proficiency

**Royal Decree 797/95 lays down guidelines for Certificates of Occupational Proficiency and minimum course contents for vocational training (training administered by the labour authorities). This Decree provides the framework within which certification for individual occupations is to be regulated and characteristic skills of each occupation and minimum contents for training associated with these are to be defined.**

The purpose of the certificate of occupational proficiency - a key component in the reform of Vocational Training - is to accredit acquisition of occupational skills through vocational training schemes, training workshops and trade workshop programmes, apprenticeship contracts, continuing training schemes or work experience.

The certificate of occupational proficiency for each occupation will be regulated by Royal Decree. The certificate will be official and valid throughout the national territory. It must address at least the following aspects: occupational profile, theoretical and practical contents of the training scheme, the training itinerary and its duration in hours, training objectives and criteria for evaluation of student progress. The Decree

## Examinations for vocational training certification

**The Organization for Vocational Education and Training (OEEK), which is responsible to the Ministry of Education and Religious Affairs, has initiated the organization of examinations in order to provide vocational training certificates to the graduates of the Institutes for Vocational Training (IEK). The IEKs operate under OEEK's responsibility and include both public and private bodies, which provide post-secondary level training.**

The examinations are organized at national level and the bodies responsible are: (a) a Central Examinations Committee for the Certification of Vocational Training (KEEPEK), set up within OEEK and (b) 13 Regional Certification Examination Committees (PEEP), set up in 13 of the Greek regions. The Social Partners participate in the examinations procedures.

All IEK graduates who have acquired a paper certifying the completion of their training, have the right to apply to participate in the examination procedures. The examinations are carried out in two phases, one theoretical and one practical. The theoretical part is aimed at ascertaining the candidates' theoretical knowledge and their competence in apply-

ing this knowledge during their professional life. The practical part is aimed at testing the vocational competence and skills as they are described in the respective vocational profiles. Candidates who succeed in both phases are awarded a vocational training diploma.

Source: OEEK

## Vocational Training Centres (KEK)

**The Greek Ministry of Labour has announced the establishment and operation of Vocational Training Centres (KEK) which will undertake the informal continuing training programmes which are subsidised by the European Social Fund (ESF) under the 2nd Community Financial Support Framework. The proper operation of KEKs will be assured by a national body which will be created for this reason.**

Registers of certified KEKs and of qualified trainers will be created. KEKs will be the only bodies recognized for the provision of informal continuing vocational training. Each KEK will submit its proposals concerning each programme, including

- (a) curriculum,
- (b) level and background of trainers,
- (c) training methodology and technical infrastructure,
- (d) contracts with enterprises which will undertake the practical training and
- (e) budget.

National and regional KEKs will be established. Additionally, they will be classified in two categories. Some will be engaged in offering training in areas related to management, informatics and production procedures, others will offer training in specific economic sectors.

Source: OEEK

Austria:

## New continuing training course for employees from small and medium-sized companies

**A new continuing training course for employees from small and medium-sized companies has been on offer in Krems/A since February 1995.**

The IBM Deutschland Bildungsgesellschaft, Herrenberg/D, now provides an Executive Master of Business Administration (MBA) course which it is running in conjunction with the Steinbeis-Stiftung für Wirtschaftsförderung and the MBA (Executive Master of Business Administration) Krems Executive Program Central Europe as the certifying Business School. The course, which focuses on European integration and East-West management, is designed to equip participants with the skills they need to operate on international markets, says IBM director, Werner G.

Faix. In contrast to the majority of business schools, which require students to have previously completed a course of study at a university or college, the new course is also open to non-academics. It lasts for anything from eighteen months to four-and-a-half years, graduates being awarded the title of an Executive Master of Business Administration. The overall programme costs are between DM 32,000 and DM 34,000 (approx. 17,000 to 18,300 ECU). Courses are held at Krems/A, Stuttgart/D and Herrenberg/D.

Source: "Handelsblatt" No. 10, 13/141.95, Career No.2

Belgium:

## Educational leave and Advantage Jobs Plan

**During the course of March 1995 the rules for Paid Educational Leave were amended by the Belgium cabinet council through three Royal Decrees. The hours which have been laid down for vocational training will be halved from 240 to 120.**

In addition, a maximum of 80 hours instead of 160 will be reimbursed for general education. These measures - a reduction in allowances - were taken by the government on budgetary grounds. During the same period an implementing order was also approved for what is known as the advantage jobs plan. This plan provides for a reduction in social insur-

ance contributions for employers and is the successor to the young people's jobs plan, which provides for the target group to be expanded to include those drawing subsistence allowance, the disabled, job-seeking school-leavers who are difficult to place and job-seekers who have lost a part-time job.

Source: De Standaard, 25 March 1995/ICODOC/CIDOC

France:

## Eurodyssée wishes to open to Eastern countries

Eurodyssée is an exchange programme between European regions which gives young people between the ages of 18 and 30 the chance to spend a practical paid period of between three and seven months in a foreign company.

Set up in 1985 on the initiative of the Regional Council of Franche-Comté (France), it is under the aegis of the Assembly of European Regions (ARE). Franche-Comté is responsible for coordination. In the past ten years some 7,000 young people from more than 30 regions have participated in the scheme. The hosting regions are responsible for funding.

Currently the Regional Council of Franche-Comté is making efforts to add impetus to the programme by inviting member regions of the ARE to participate. It is also looking for means to permit participation of regions in Central and Eastern Europe. There is a certain demand but there is a need to reduce the financial burden for those regions in Central and Eastern Europe hosting young people.

Contacts: Eurodyssée, Tel. 33 1 81 61 61 61

France:

## The decentralization of continuing training for young people - what progress has been made?

How is the decentralization of continuing training for young people between the ages of 16 and 25 progressing? Transfer of the skilling section took place on 1 July 1994 while the regions themselves could fix the date for transferring competence over preliminary activities and accompanying measures (information and vocational guidance).

The regions Rhône-Alpes and Languedoc-Roussillon assumed responsibilities for everything on 1 July 1994 and five other regions opted for transfer of 1 January 1995: Aquitaine, Auvergne, Basse-Normandie, Franche-Comté and Picardie. Bourgogne, Ile-de-France, Midi-Pyrénées and Poitou-Charentes have decided on 1 January 1996 as the transfer date.

The regions have at the same time taken over formulation of the Regional Vocational Training Development Plan for young people to add coherence to all the initial and continuing vocational paths.

Source: INFFO-Flash No 428, 30 April 1995

Denmark:

## Cultural Management School in Aarhus

**"Kaos Piloterne" is the name of a cultural management school founded in Aarhus in 1991. Chaos pilots is the term used to refer to the participants in this unusual scheme which UNESCO declared the world's best teaching concept in 1992. The three-year course is designed to instil in the trainees the qualities of a pilot capable of finding his way in an ever more complex society, says Uffe Elback, the founder of the school.**

Along with accounting, organization and public relations the course comprises such subjects as project design, European culture and politics, trends and signs of the time, as well as karate, dancing and massage. Learning by doing is the school's motto. The students there are involved from the very outset in projects in the cultural sphere and they also undertake a three-month practical abroad.

The conditions of admission are unusual, too. Sound knowledge of both Danish and English is required, but apart from that creativity and originality count for more than leaving certificates. In a three-stage pre-selection procedure the applicants

are obliged to demonstrate their inventiveness and imagination, a final examination deciding which of them will be among the thirty chaos pilots to take part in the forthcoming year's training course.

The school receives financial support from private sponsors and the Danish Ministry of Cultural Affairs. Nevertheless, school fees still amount to US\$ 450 a month. A parallel course is planned for chaos pilots from German-language speaking countries as of 1996. This will be held in Zürich/CH.

For further details contact:  
Chaos-Piloten Kaos Piloterne  
Wengstraße 8 Mjølgaade 35  
CH-4500 Solothurn DK-8000 Aarhus

Source: "Wirtschaftswoche" No. 16/1995  
"Frankfurter Allgemeine Zeitung"  
No. 66, 18 March 1995

## Media

In French-speaking Belgium:

## Setting up video collections on employment and training

**To date the federation of 11 local and regional television stations in the French Community in Belgium have transmitted programmes entitled "Insertions" providing up-to-date information on trades and training. Beginning in 1995 this federation produces video cassettes in two topics.**

The first, called the "Trades" collection, examines a total of ten trades/occupational profiles. The summary on the first cassette contains descriptions of the following trades: horticulturalist, estate agent, industrial electrician, family care worker, roof-tiler/coverer, aircraft pilot, machine tool operative, theatre technician, restorer of buildings, heating technician.

Cassette No 2 contains the trades: forestry worker, technical/commercial clerk, car electrician, street salesman, ceiling carpenter, glassmaking specialist, chemical laboratory technician, frozen storage specialist, plumber.

The second series of cassettes, called "Dossiers", contains a series of surveys by journalists: like the first it contains information on support for the unemployed, unemployment for the over 40s, illiteracy, the European Social Fund, youth and access to employment, redistributing working time, integration of the mentally handicapped through work, clubs and workshops for seeking employment, alternance training, social support centres (CPAS) and their task of socio-occupational integration, public-supported companies.

Contact: Fédération des télévisions locales et regionales de la Communauté française, rue des Relis Namurwès, Director: Thierry COLLARD; Editor in chief: Eric ROBERT  
Source: "La lettre d'Insertions", No 17- February 1995

France:

## International association of educational and training television launched

An international association of educational and training television was launched in April 1995 on the initiative of the French television network, Le Cinquième, which chairs the association. It aims to promote exchanges and co-productions of training and educational programmes. The some 30 television networks associated include TV3 and RTVE (Spain), BBC Worldwide and ITV (United Kingdom), TV Ontario and radio Quebec (Canada), Educa-ble (Argentina), IETV (Israel) and several networks from the USA.

Source: INFFO-Flash, No 429, 15 May 1995  
Contact: La Cinquième, Tel: 33 1 41 46 55 55

## Members of the CEDEFOP documentary information network

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**page 13** council resolution of 5 december 1994 on the quality and attractiveness of vocational education and training; **page 14** the apprenticeship systems in all countries, have undergone some kind of reform, if not major revitalising, since 1989; increased number of placements in Denmark; modern apprenticeship in the United Kingdom; **page 15/16** apprentice training under critical examination in Germany: activities and statements of german government, social partners and associations; impressum/sources.

## Council Resolution of 5 December 1994 on the quality and attractiveness of vocational education and training (extracts)

4. The prospect of a fulfilling job is a vital incentive for young people to take up vocational training. The main indication of quality and attractiveness in vocational training is a successful transition from training into working life. Essential factors in this are the continual updating of vocational training programmes, their suitability for the employment market and the guarantee of a high level of quality in each Member State.

Procedures which provide in national regulations and practice for appropriate participation by the two sides of industry in the development, recognition and modernization of vocational training programmes have proved successful in this connection, and can encourage the acceptance of vocational training in industry and amongst young people.

Responsible participation by undertakings in vocational training, in alternating, 'sandwich' or integrated schemes, can be another favoured method of encouraging vocational training programmes to keep up-to-date and relevant to practical needs.

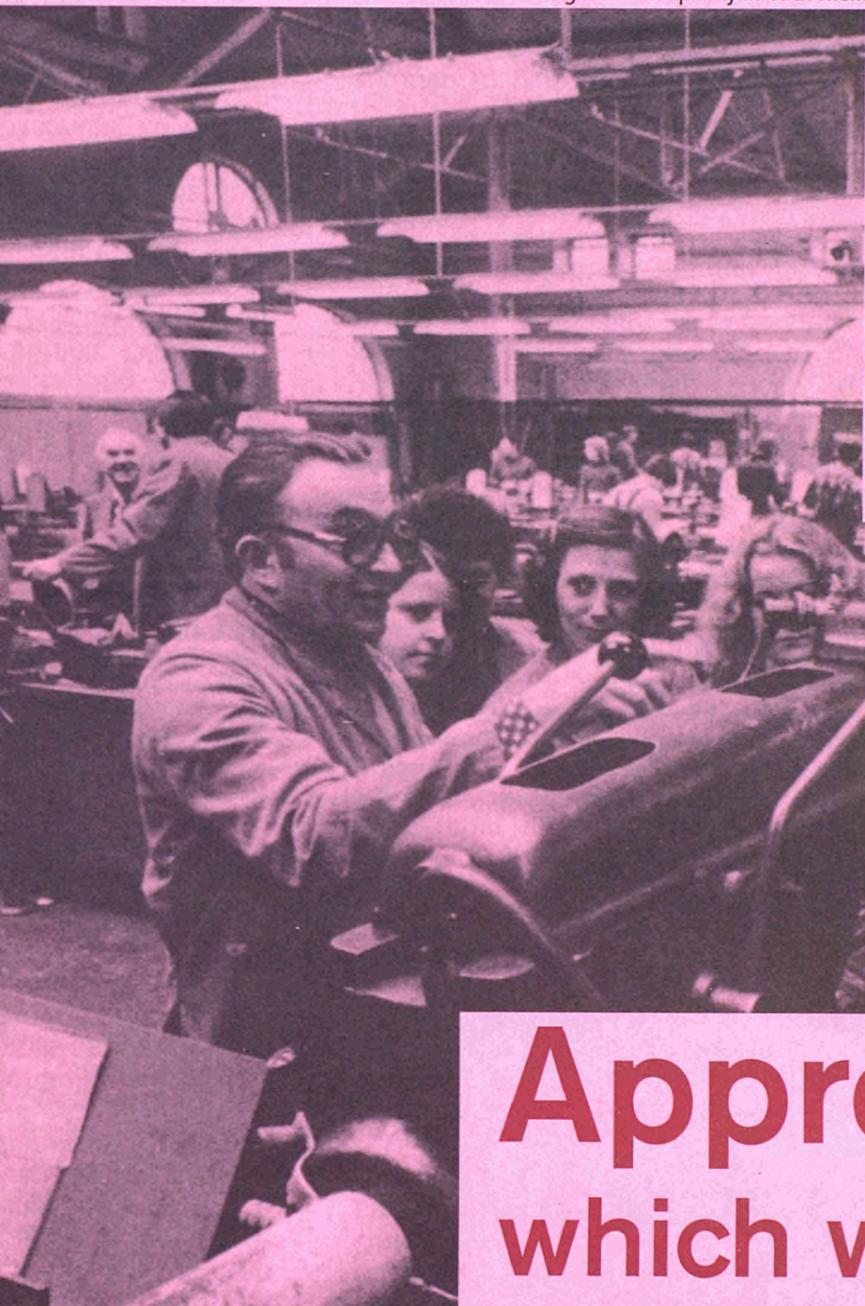
6. In addition, the attractiveness of vocational training and its social prestige are largely dependent on recognition of the equal value of general educational and vocational training and society's recognition of skilled occupations. For this reason also, vocational training should be more than just 'making you suitable for employment'. Vocational training should be developed as an equally valid component of the education system and accordingly, like general education, should have the constant objective of promoting general qualifications and personal and social skills in general as well as professional competence. Vocational training therefore needs to be broadened but its intrinsic nature should remain unchanged.

Equivalence between vocational training and general education also means that there should continue to

be opportunities for graduates of vocational training courses to gain access on a equal footing to further training programmes. For example, basic or continuing vocational qualifications should thus open up opportunities for university study. Recognized channels between vocational training and general education should also be developed.

Recognition by society and the attractiveness of training courses also depend on the support such courses receive. Vocational training should therefore be given an appropriate status in the promotion schemes of the Member States and at Community level.

Council Resolution of 5 December 1994 on the quality and attractiveness of vocational education and training (OJ C 374 of 30.12.94).



## Apprenticeship: which way forward?

**Apprenticeship training has been a subject of continuing interest over many years, with varying views as to whether it held a key for the development of training or reflected a structure linked with traditional economic sectors and practices and incapable of adapting itself. Particularly within the last year it has been the focus of attention both at national level and in a number of international and European Union contexts. The following items do not pretend to provide an overview of the present situation with relation to apprenticeship, but to bring to the attention of readers a number of recent activities, publications and statements on the subject.**

During the last 20 years the German dual system has been the focus of attention of vocational training policy makers, not only in Germany, but also in many other countries. Many initiatives to revive or create apprenticeship systems in other Member States have drawn on the example of the German system. It is therefore of particular interest that at present there is talk of a crisis in the dual system, in terms of both demand and supply. There is a feeling that the dual system is less attractive to school leavers than further full

time study, while there are also arguments, particularly supported by the Trade Unions, that there is now a serious under supply in the number of training places available. The articles on page 15 and 16, drawing on a number of different sources, attempts to reflect the present position in this debate. In Denmark, in contrast to Germany, the supply of places in the training system seems to have improved, so that chronic deficits are now being replaced by a small surplus of in-company training places. The United

Kingdom, on the other hand, is now creating a completely new apprenticeship system (see page 14).

CEDEFOP, using the members of its documentary information network has prepared a dossier on apprenticeship. This dossier, edited by CEDEFOP's librarian, Martina Ni Cheallaigh consists of two volumes. The first of these makes an analysis of the different apprenticeship systems, concentrating on providing comparable information on a number of fixed points. This has been pub-

lished in English in the CEDEFOP document series, and will appear later in the year in French and Spanish. A second volume containing the national reports received from Member States will be published in English in CEDEFOP's panorama series. Here Martina Ni Cheallaigh gives a short overview of both the difficulties in preparing a document such as this, and the main conclusions that can be drawn from the study.

The question of the attractiveness of vocational training and particularly apprenticeship, was one of the themes of the German presidency of the EU in the second semester of 1994. A working document was prepared for an informal meeting of Ministers of Education held in Schwerin, and as a result a formal Council resolution was later adopted.

Two of the ten principles approved are presented below.

The question of apprenticeship was also at the centre of a large OECD programme on the changing role of vocational and technical education and training (VOTEC). One of a series of seminars at expert level considered the issue under the title "Apprenticeship, Alternance and Dual System: Dead-Ends or Highways to the Future". The results of this have been recently published by the OECD under the title "Apprenticeship: which way forward?", ISBN 92-64-14294-0, EN, FR on sale from OECD.

Source: CEDEFOP/JMA

Council Resolution of 5 December 1994 on the quality and attractiveness of vocational education and training (OJ C 374 of 30.12.94).

# The apprenticeship systems in all countries, except Belgium and Italy, have undergone some kind of reform, if not major revitalising, since 1989.

**Previous systems had been criticised for being rigid and inflexible, long and costly, for exploiting young people as cheap labour, and for providing poor-quality, uncoordinated training. The motivation behind reforms and government policy on modernising apprenticeship is recurrent in most countries, i.e. to provide young people with suitable qualifications to enable them to participate immediately in the production system; to adapt training to the needs of new technologies and new forms of work and work organization; to improve the relationship between school and industry; to cover a wider spectrum of qualifications; to engage large enterprises, as well as SMEs, in the process; to adapt training content and methods to occupational reality, for instance reducing the duration of apprenticeship by avoiding time serving.**

The study found that a number of changes have taken place. The apprenticeship contract or indenture has become an integral part of apprenticeship in all Member States. The contract is, usually, with one employer but it sometimes allows the apprentice to spend time in another company, acquiring additional skills and experience.

Minimum admission requirements for access to apprenticeship are not high, it suffices to have completed lower secondary education. But in

practice, many apprentices have a higher level of education than required, apart from in those countries in which apprenticeship is seen as a vocational route for lower-ability youth. This phenomenon affects the age of entry which is also rising. The number of apprentices with a second cycle school-leaving certificate is increasing. However, apprenticeship also has competition from upper secondary education, with more young people staying on to complete general education. This contributes to the higher age of entry, plus the fact

that apprenticeship is being promoted as a form of training for adults and the unemployed, particularly in Denmark, the Netherlands and Ireland.

Older apprentices have a more rounded education before they begin their training which justifies reducing the length of apprenticeship, which is now two or three years. Such reduction of length helps eliminate possible exploitation of apprentices. Apprenticeship is gradually becoming more modular, thus giving

apprentices the possibility to "mix and match" modules from within or among sectors, and to have their prior experience accredited.

The notion that apprentices should take exams and receive certificates at the end of their training is becoming generally accepted. Some countries have devised mechanisms whereby the apprentice is evaluated by a neutral body but in other countries this role is still very much in the hands of the employer.

Traditionally, apprenticeship was seen as an end in itself. For those who so wished, it led to a mastercraftsman certificate in the chosen branch and this was seen as the pinnacle of a skilled worker's career. However, the differences between the skilled worker and technician job profiles are becoming more blurred, both having to cope

with impromptu problems and situations and ever-developing technologies. Such change in a working life calls for constant updating of skills and retraining. This is one of the main reasons why training today has to prepare the trainee for access to other forms of training and educational tracks. There are, therefore, current attempts in many countries to link the apprenticeship system into mainstream education and to achieve parity between vocational and academic education. This is often achieved by giving apprentices qualifications at the end of their training which allow them to re-enter academic education or give them access to further training possibilities, i.e. apprenticeship is being seen as a first step in life-long or continuing training.

Source: CEDEFOP/MNCH

## Increased number of placements in Denmark

**In Denmark there is a continuing discussion about the attractiveness of vocational education and training (VET) compared to upper secondary education. One of the black spots in the Danish VET system has for many years been a shortage of training placements provided by companies. Those who start their VET course in the Gymnasium have the guarantee they will be able to finish their course, lasting 3 years; but those who start in a vocational school must find a company and sign an apprenticeship contract, after the first year at school, to be able to finish their vocational education.**

Danish VET courses are organized as sandwich courses where one year at a vocational school is normally followed by an apprenticeship contract with a company. The "apprenticeship market" is regulated by the forces of supply and demand. There had been a shortage of placement opportuni-

ties for many years due to a falling supply of places.

In 1994 however, 37,200 apprenticeship contracts were signed against 34,100 in 1993. This was an increase of 9.1 %. A growing number of contracts is to be found in all sectors

except agriculture. The total number of placement seekers who did not find an apprentice place decreased by 16 %, but is still approximately 8000, of which half took up the option of a place in the compensating schemes at vocational schools. Indicators for the first months of

1995 suggest that the increase continues and that more than 38,000 places in 1995 are to be expected.

With the number of young people falling due to demographic causes, a balance between the supply of, and demand for, training places is foreseeable in the near future. However, it is expected that the government will extend the guarantee to young people through which they are assured of being able to finish their initial vocational education and training through school workshop arrangements

which replace the practical company training.

The expansion of the supply of training places is closely related to the upswing in the business cycle in Denmark. Economic growth makes it attractive for companies to hire apprentices. But short-term fluctuations in the economy can be a barrier to the long-term provision of skilled labour if there is no mechanism to guarantee that the individual can always finish his/her vocational training once he/she has started it.

Source: Søren P. Nielsen (SEL), Copenhagen

## Modern Apprenticeship in the United Kingdom

**Apprenticeship in the United Kingdom has a long history. It has usually been based on a binding contract between the apprentice and employer, but in recent years arrangements have been less formally defined. Traditionally apprenticeship was based on a concept of time-serving and lasted for seven years, reduced successively since 1945 to an average of four years. It was also found predominantly in male-dominated and handicraft oriented sectors such as construction. According to the Labour Force Survey, the number of people identifying themselves as apprentices in Great Britain fell sharply from 325,000 in 1992 to 216,000 in 1994.**

The Government announced the introduction of Modern Apprenticeships in November 1993, with the aim of:

- equipping 16 and 17 year olds with craft, technician and supervisory skills at NVQ (National Vocational Qualification) Level III,
- filling the UK's acknowledged gap in intermediate level vocational skills, and
- contributing towards the achievement of the National Education and Training Targets.

Prototype frameworks were developed and launched in autumn 1994 in 14 sectors. The number of these prototype sectors has already risen to 17. They are very diverse, including for example Agriculture and Commercial Horticulture, Business Administration, Childcare, Chemicals, Information Technology, Plumbing and Travel Services. Their number is planned to rise to more than 40 from September 1995. Eventually around 150,000 16 and 17 year olds will be in Modern Apprenticeship training at any one time.

The scheme will be employer-led with the participation of the Industry Training Organizations (ITOs) and the Training and Enterprise Councils (TECs). Employers in each sector recommend selection criteria. For each apprentice recruited, a training plan is formalized and underpinned through a written agreement between the employer and the young person. This plan is underwritten by the local TEC and expresses the rights and obligations of both parties.

The Government has allocated UKL 1.25 billion (ca. 1.5 billion ECU) for

youth credits and Modern Apprenticeship over the period 1994 to 1997, but also anticipates a considerable investment by employers in the new initiative. The aim is that each apprentice should be given "employed" status from the start of their training, but wages and allowances will be settled between the apprentice and the employer. Each apprentice is also entitled to a loan directly from his/her local TEC. Each ITO is eligible for support funding (up to a maximum of UKL 40,000 (ECU 48,000) per sector) to help design the apprenticeship framework and prepare relevant materials. The development of Modern Apprenticeships will be supported by changes in the provision of careers education and guidance for young people. It is hoped that they will be seen as an alternative route to full-time school

based education or training for the 16-17 age range, which can lead to further and higher education and training.

In addition to the above, "Accelerated Modern Apprenticeships" were launched following a white paper on "Competitiveness: helping business to win" published by the Department of Trade and Industry in May 1994. These will be for 18 and 19 year olds who have completed A-levels or a vocational or academic equivalent, and will normally last for less than two years. An extra UKL 100 million (ECU 121 million) will be available in the period 1994 to 1997, and it is expected that an extra 30,000 young people per year will use this route to a NVQ Level III or higher qualification.

Source: JMA/CEDEFOP on the basis of material provided by IPD

# Apprentice training under critical examination in Germany

**The much praised dual vocational training system in Germany - the combination of public vocational schools and in-company apprenticeship - is under critical examination. In the last two years the number of training places has fallen considerably in Germany and this despite an increase in the number of applicants. On the one hand, the baby boom generation is now leaving school and, on the other, the recession has reduced the willingness of companies and public authorities to offer training. Many companies have withdrawn from vocational training, others have drastically cut the number of apprentices.**

Had it not been for state-financed training places and out-of-company training programmes, there would already have been a major deficit in apprenticeship places in east Germany. Indeed, given the more than 60% proportion of publicly sponsored and more than 25% proportion of out-of-company training places in east Germany, can we indeed even

still talk of a "dual system" of initial vocational training? Or are the vocational training experts right in their claim that there is already a "three-pronged system" (with the training venues: company, vocational school and out-of-company training institutions)?

In the large streamlined companies in east Germany the functional

and structural change in vocational training is very clear: limited, up to now not even any initial training programmes, preference for (adult) retrainees, preference for in-company induction programmes for staff members with a high basic qualification. According to Lothar Abicht, an educational researcher at the Institute for Regional Development and

Structural Research, in these companies (and in a few service enterprises) the development lines are laid down not only for the new production but also for the new vocational training: contract-related, decentralised production, flexible production planning and control, small operational units with their own scope for action, flexible manufacturing systems. These developments, in the view of Olaf Sund, the Junior Minister for Labour of the German Land Brandenburg, will make the traditional skilled worker superfluous. The acquisition of technical know-how is increasingly being pushed into the background by methodological and

social skills. At the same time, according to Sund's example from Brandenburg, another gap is emerging: on the one hand modern companies and service enterprises are putting their stamp on the new vocational policy guiding image and are laying down the contents but this is increasingly being paid for by the state. Those responsible for vocational training in Germany are finding it difficult to formulate strategic consequences and put these into practice.

German Chancellor high level discussion round:

## German industry promises 600,000 training places

**For a long time, the trend towards state-financed apprenticeship has been a thorn in the side of the German Government. In the German Chancellor round of 15 March 1995 German industry committed itself to providing 600,000 apprenticeship places this year, with a larger number in east Germany. In the "Action Plus" campaign launched by the umbrella organisations of industry, companies and enterprises have been asked to offer more training places. The German Minister for Education, Jürgen Rüttgers, welcomed this action:**

"The initiative stresses that the provision of training is first and foremost the responsibility of industry. In the new German Laender the commitment of industry is especially important. There the share of state assistance for training of 60% is far too high. In the old German Laender the dismantling of training places must be stopped. The trend must be reversed today in order to ensure

that we have enough skilled workers tomorrow".

On 14 June 1995 the top representatives of the German Government, industry and trade unions undertook a stocktaking of the situation in renewed discussions with the German Chancellor, Kohl. After this round the German Minister for Education, Rüttgers, announced that

there was still considerable need for action in particular in the new German Laender. He assumed that industry would keep to its promises which had been renewed. The participants agreed that training must be given priority over the granting of permanent employment status. Despite this, Rüttgers was not prepared to rule out a special state-financed programme.

Federal Office Labour:

## The training gap is growing

**The President of the German Institute for Labour, Bernhard Jagoda, sees grounds for concern in the shrinking offer on the training market: "The offer of in-company training places must grow markedly since the number of places registered so far continues to be far below that of last year. The offer is still too small in order to accommodate all the applicants."**

Although the vocational guidance service had procured 8,000 additional training places in the course of company visits in east Germany in May 1995, the gap between supply and demand has not been reduced but has increased. As the Federal Labour Office reported, companies and public authorities in east Germany notified 72,600 vacant places to the employment offices up to the end of May 1995. During the same period, 170,000 young people applied, via the employment offices, for a training place. There are 12,000 more places than last year but also 21,500 more applicants. At the end of May 98,600 young people were looking for a training place; 25,700 places were still vacant. In west Germany, too, the relation between training places and applicants was becoming less favourable. In the first eight months of the vocational guidance year, 472,600 places have been registered with the employment offices. 411,400 applicants enquired about a training place. Compared

with the previous year, the number of places increased by 20,700. At the end of May 1995 there were 164,000 applicants with no training place. 173,500 places had still not been allocated.

Jagoda believes that it is absolutely essential to finance this year too intra-company training places both in the new German Laender and in the western part of Berlin in order to ensure that young people who wish to undergo training can be made an offer.

The Main Committee of the German Institute for Vocational Training (BIBB)\* examined the current situation on the training market 1995/1996 at the end of June 1995.

In a resolution it expresses doubts that appeals to and commitments by industry alone will lead to a sufficient and diverse offer of training places. In this respect, it draws on past experience. In its opinion, the activi-

ties to solve the training places problems would have to be more fundamental in nature and reflect structural, economic, demographic and cost-related factors.

As early as in March 1995 the Main Committee of BIBB asked for a financial regulation to be created for in-company vocational training with the following goals:

- more independence from economic fluctuations and sectoral and regional inequalities;
- creation of additional training places;
- raising of training standards;
- equal distribution of costs between all companies and the dismantling of distortion of competition between training and non-training enterprises.

\* The Main Committee of the German Institute for Vocational Training (BIBB) is responsible for advising the German Government on fundamental issues of vocational training. It consists of representatives of employers' associations, trade unions, government and the Laender on a parity basis.

Employers' Association for the Metalworking Industry:

## 11,000 places are still vacant

The Managing Director of the Metalworking Industry Association, Rudolf Geer, observed that in the industrial metalworking occupations in west Germany 11,000 training places were not filled at the end of April 1995.

Geer attributed the fall in the number of training places since the mid-1980s to the drop in the number of applicants, the inflow of east Germans onto the west German training market and the restructuring of the

industry. Geer rejected the idea of a training levy because this would weaken the dual training system. A levy would be tantamount to encouraging companies to drop the expensive skilled worker training.

## Latest news of 23/24.9.1995 Round of talks with the Federal Chancellor: Apprenticeships in 1995 for everyone applying

**This year every young person looking for an apprenticeship will be offered one. This is the outcome of the 5th round of talks on 21 September 1995 with the Federal Chancellor, Chancellor's Office Minister, Friedrich Bohl, Federal Education Minister, Rüttgers and the Chairman of the German Trade Union Confederation (DGB), Dieter Schulte.**

The meeting was attended by Federal Chancellor, Helmut Kohl, several Federal ministers and representatives of industry and the trade unions. However, not every young person will find an apprenticeship in the occupation or locality he or she prefers. Regional disparities and problems with the distribution of the places between the sexes have still to be resolved.

The Federal Education Minister stated that the targeted number of 600,000 new apprenticeship contracts will be attained after all. He added "there is a positive trend", estimating the number of new apprenticeship contracts at between 575,000 and 580,000. The additional places needed are being created through the **Programme for the Disadvantaged** and a **Community initiative** with the new Federal States in the eastern part of Germany. Minister Rüttgers expressed criticism of the fact that the costs of state funded apprenticeships are too high, running at around DM 60,000 (ECU 31,750) for each apprenticeship place.

On account of the steep rise in the numbers of school-leavers, Minister Rüttgers called for "structural changes" and a dismantling of "provisions which impede training" in the vocational training sphere.

Source: Süddeutsche Zeitung, No. 220/95 of 23/24.9.1995

## The German Confederation of Chambers of Industry and Commerce (DIHT): Need for reform of the dual system

**Hans-Peter Stihl, President of the German Confederation of Chambers of Industry and Commerce, gives structural as well as economic reasons for the "recession-related downward trend in training": "Today, the companies are producing more than in previous years with a smaller workforce". He views the training allowances as a burden for companies which have increased disproportionately in the last few years. This has meant that the costs of the apprentices have also increased. Furthermore, the demands on trainers have been placed on a very high level.**

Stihl stressed that "in-company vocational training was undoubtedly a hallmark for the location Germany". However, he still felt that there was a need for reform. It was necessary to introduce simpler, less theoretical training in all occupational areas and to update occupational profiles:

"We have to examine the list of training occupations to see whether they are moving with the times and update where necessary. At the same time, we have to define new training occupations which correspond to the change in the world of work." Stihl felt that another reason for the drop in training places was that young people were not ready for training. "In this respect the Ministers of Culture of the German Laender are called on to take the necessary steps. It is the task of the general schools to teach fundamental skills. It cannot be the responsibility of the companies and vocational schools to correct the weaknesses of the state school system." Furthermore, the "general vocational school obligation" had proved to be inflexible. The time for practical training was being shortened whereas instruction at the cost

of in-company training periods was frequently being extended.

The demand by trade unions for a fund for vocational training would be a move in the wrong direction in the opinion of Stihl: "A major feature of vocational training in Germany is that industry organises this training itself and thus finances the in-company part itself. Companies are prepared to do this in future, too."

For companies who are unable to offer training for financial or other reasons, one alternative could be a training network, according to DIHT (German Confederation of Chambers of Industry and Commerce). This network would bring together several companies in order to create additional training places especially in east Germany.

In a minority vote of the employers' associations in the Main Committee of the German Institute for Vocational Training (BIBB) on the situation on the training market in June 1995, the Government and German Laender are called on to draw up a mobility programme for applicants for apprenticeship places.

## Reduction in apprenticeship places as a consequence of structural change

**The metalworking and electrical industry has also reduced the number of training places. Thomas Stach, Spokesman for the Association of Metalworking and Electrical Enterprises in the German Land Hesse (Hessen Metall) explained that the training situation was linked to structural changes in his industry:**

"In an industry which has lost a million jobs in the last ten years throughout Germany, which has had to move its production sites abroad for cost reasons and which will continue to lose in importance vis-à-vis service enterprises, the structural changes cannot but affect the training numbers." Attempts to return to the old training levels would not reflect the reality in the companies. Furthermore, 7% of the training places in 1994 could not be filled in the Hessian metalworking and elec-

trical industry despite the reduction because suitable applicants could not be found. "Companies reported that fewer and fewer school leavers satisfied the training requirements." Moreover, the debate about improving the apprenticeship situation would have to focus on the quality of in-school preparation for the world of work. Many of the companies offering training were still desperately looking for suitable young trainees.

Central Association of German Motor Vehicle Repair Shops (ZDK):

## Reduction in apprenticeship contracts

**The motor vehicle repair industry, one of the largest trainers in Germany with approximately 100,000 training places, estimates a drop in new apprenticeship contracts this year of around 40%.**

Bernhard Enning, the President of ZDK gives various reasons for the reluctance in apprentice training:

1. the so-called "second vocational school day" was becoming a problem as the trainees were absent too often;
2. it was difficult to find suitable applicants;
3. training was becoming increasingly expensive and complicated;
4. given the new technologies fewer people were needed to service the motor vehicles.

In order to put a brake on this development, Enning called for two measures:

1. tax relief of DM 5000 (ECU 2700) per training place;
2. Government and Laender bear all the costs of intra-company training.

The motor vehicle repair industry rejects the concept of a levy on enterprises which do not offer training.

Central Association for the Electrical Engineering and Electronics Industry (ZVEI):

## More apprenticeship places thanks to training network

**The Central Association for the Electrical Engineering and Electronics Industry e.V. (ZVEI) took the fall in apprenticeship places particularly in the metalworking and electrical engineering industry as an opportunity to point out the consequences of a continuing withdrawal from training.**

This brought with it the danger of qualification gaps since in the medium term the need for skilled workers in the industrial metalworking and electrical engineering occupations could not be met. For economic reasons, alone, thought would have to be given to new organisational forms for training. In order to be able to recruit more apprentices, ZVEI

suggests the setting up of regional training networks by the companies. The pooling and utilisation of free in-company training capacities was, in the opinion of the Association, a suitable way in the current economic situation of creating training places and safeguarding future needs for skilled workers.

Industry, commerce and trade:

## Keeping their training promise

**The industrial associations, chambers of industry and commerce and chambers of trades point to their commitment to providing training places and - even if some doubts are emerging - to the viability of the market economy system.**

After the Chancellor round of 14 June 1995 they were optimistic and announced a reversal of the trend. In west Germany by the end of May 1.8% more training contracts had been concluded than in the same month last year, in east Germany as many as 15.8%.

The president of ZDH (Zentralverband des deutschen Handwerks), Heribert

Späth, reported that the craft trades were the only industrial sector which had increased its training offer last year (by 5.5%). The craft sector accounts for almost 40% of training places in Germany. In east Germany the craft sector created 50,000 new training places last year whereas industry had been reluctant in this respect. The craft sector trains around 580,000 apprentices.

German Trade Union Confederation (DGB):

## A call for financing based on contributions

**The German Trade Union Confederation (DGB) is calling for statutory financing based on contributions. It doubts whether employers will be able to fulfil their training commitments.**

For the first time since unification there are more applicants for training than places available, complains Regina Görner, DGB Board Member. She criticises employers, "Although the forecasts in many areas of industry have long been positive, the dismantling of training places is continuing at the same pace."

If it continues to be the case that only one in three companies offered training, the sad situation will not be remedied. For this reason Ms. Görner called for financial compensation between training and non-training enterprises. Should the companies lag behind the training guarantee of their association representatives, a

compulsory levy should be imposed on them.

Following the Chancellor round on 14 June 1995, DGB President, Dieter Schulte, also confirmed a "weaker negative trend". Should the self-commitment of industry not suffice, then thought would have to be given to the financing of training based on contributions.

Industrial Trade Union for the Metalworking Sector (IG Metall):

## Firms are not keeping their promise

**In the opinion of the President of the Industrial Trade Union for the Metalworking Sector (IG Metall), Klaus Zwickel, German industry is not keeping its promise of increasing the number of training contracts in 1995 by around 10% to 600,000.**

A survey by IG Metall revealed that the companies in the metalworking and electrical engineering sector had only created 400 new training places instead of the required 8000 to 10,000. He drew attention to the fact that around 1986 there were still 93,000 new commercial-technical training contracts every year in the metalworking and electrical

engineering industry. In 1993 there were only 44,000 contracts, a reduction of 53%. He pointed out the effects of the baby boom years which would lead to an increased influx onto the job market in the course of the next few years. Up to the year 2007 there would be around 200,000 more school leavers than in 1993.

Zwickel called on the German Government not to rely any longer on the nonbinding commitments of the associations. In future, a law would have to prescribe a training quota of 5 to 8% based on the number of employees. Companies not offering training should then in the opinion of IG Metall pay a levy which could be passed on as a contribution to the costs of companies providing training.

Industrial Trade Union for the Metalworking Sector (IG-Metall):

## New training models: Networked training

**The statement by German industry that they would provide 600,000 training places this year requires, in the opinion of the German Institute for Vocational Training (BIBB), concrete implementation models to help companies keep that promise.**

The concept of networked training was one way of enabling almost every company to take part in training schemes. Companies should be brought into the network which so far had not been involved for curricular, organisational, personnel or financial reasons. Various models are possible:

- Several companies recruit and exchange their trainees for certain periods.
- One company recruits and "links up" with a large company or a training provider who takes over specific parts of training.
- One company sets up together with others a training association

which assumes the organisational and administrative tasks of the "networked" companies.

Four brochures\*\* prepared by BIBB extol the virtues of participation in training networks to various target groups:

- Small and medium-sized enterprises in the east German laender are being directly approached on the subjects of looking after up-and-coming generations, costs-benefits of their own vocational training and regional development.
- Large companies are given tips on how to improve their training through involvement in training networks.

□ Providers of training are advised to use training networks in order to develop into privately-financed service centres.

The overall presentation is directed towards people who can act as "driving forces" behind network activities for institutional or personal reasons. Besides an extensive description of the network opportunities, it contains work material in the form of check lists, draft contracts and acetates for presentations.

\*\* "Ausbildungsfibel - Tips und Hilfen für Betriebe" (Training Guide - Tips and Help for Companies) in German, available free-of-charge from the German Institute for Labour (Fax: 49 911 179 3555) and from the German Institute for Vocational Training (Fax: 49 30 8643 2601)

On completion of vocational training:

## Increase in unemployment

**The Institute for Labour Market and Occupational Research (IAB)\*\*\* drew attention to the problem of growing unemployment on completion of vocational training, the so-called unemployment on the second threshold. According to IAB surveys, unemployment amongst skilled employees has risen in Germany in 1994 although the number of trainees has fallen.**

In the west 80,000 or 19% of all participants and in the east 30,000 or 30% register as unemployed on successful completion of training. The young skilled employees in east Germany who undertook their training in out-of-company institutions were particularly affected. The problem of barriers to first-time access to work is not restricted to those completing in-company training. According to IAB, around 64,000 people registered as unemployed on completion of in-school initial continuing

training or university education. This is 5% more than last year.

The German Institute for Vocational Training (BIBB) addressed the problem of the transition from training to work and presents in one of its publications transition models as already practised in some German companies: part time contracts (Daimler-Benz AG), linking of part-time employment with qualification (Westphalia Separator AG, Mannesmann AG), combined models, which are adapted to requirements

(BAYER AG), the Volkswagen Stafetten model in which the working hours of young skilled employees are increased from 20 hours in the first year to 24 in the second and 28.8 in the third or also the offer of fixed-term contracts. This and other presentations of take-over models are designed to encourage other companies to secure themselves the advantages from resources invested in vocational training and to strengthen their own ability to compete.

\*\*\* "Übergänge von der Ausbildung in den Beruf. Die Situation an der zweiten Schwelle in der Mitte der neunziger Jahre" (Transitions from training to employment. The situation on the second threshold in the mid-1990s), published by Giesela Westhoff, price DM 35 (ECU 19), available in German from W. Bertelsmann Verlag GmbH & Co KG, Postfach 100633, D-33506 Bielefeld Tel: 49 521 911 01 1 Fax: 49521 911 01 79

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