

COMMISSION OF THE EUROPEAN COMMUNITIES

STUDIES

Apprenticeships in Denmark

This study on apprenticeships in Denmark, written by the former Minister of Education, Mr Helge Larsen, presents a detailed survey of the current legal provisions governing apprenticeships, the contents of articles of apprenticeship, and the structure of training schemes for apprentices including the new basic vocational training schemes. It comprises a brief outline of vocational guidance for apprentices, training programmes for specific trades and occupations, and the training of instructors. Special attention is given to the financial aspects and the administrative organization of apprenticeships. In particular, the role of the Government and the two sides of industry is described in detail.

The author, in his conclusion, argues that the laws that have hitherto governed apprenticeships have been of considerable importance for economic life in Denmark, and tries to explain the causes of the decline in the number of apprentices since 1965. He discusses the criticism levelled against the training of apprentices. In the author's opinion, a reform of vocational training is desirable and he considers the new basic vocational training schemes a step in the right direction.

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Apprenticeships in Denmark

Report by

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Introduction:

Apprentice training in Denmark was originally founded wholly upon private agreements between master and apprentice on training, wages and perhaps board and lodging. Later, the individual craft guilds' statutes adopted rules on the training of apprentices within the guild. Such regulation has been known in Denmark since the 15th century.

During the period of absolute monarchy, however, the Crown interfered increasingly in the rules for training apprentices and their conditions during training. An Order of 1800 required the master to train the apprentice to a degree such that he could pass an apprenticeship test and so prove that he had received sufficient training from the master to enable him to practise his trade. At the same time, the first small beginnings of theoretical apprentice training appeared, although in a very modest form, when Pastor N.H. Massmann began lessons for young artisans in Sunday schools.

The dissolution of the guilds in 1857 and the introduction of freedom to trade during the period of true liberalism resulted in the rules relating to apprentice training losing their old foundation. At the end of the 19th century, however, the lack of qualified labour and a growing social awareness led the Danish parliament to pass the 1889 Law on Apprenticeships. The Law covered apprentices who were under the age of 18 when employed. This was replaced by an extended Apprenticeships Act in 1921, and then by an improved act in 1937.

The Apprenticeships Act now applicable dates from 1956. Its main area is still apprentices employed before they attain 18 years of age. These are subject to special legal rules, mostly of a protective nature, although the Act also contains rules relating to apprentices employed after the age of 18. The requirements as to vocational training are, in practice, the same for both groups.

From the end of the 19th century, practical training with the master was frequently supplemented by lessons at technical colleges, usually established by private associations of master craftsmen. Instruction at these technical and commercial colleges was in the form of evening classes, but from 1964 it has been at day classes during normal working hours.

1. The legal position of apprentices

1-1 The legal position of apprentices under the present laws

The Law on Apprenticeships of 2 October 1956 provides that no person may be accepted for apprenticeship before he has been legally discharged from the municipal public school. In combination with the Law on Municipal Public Schools of 26 June 1975, this gives the lower age for entering into an apprenticeship. Compulsory education lasts for nine years and, since education begins at 6-7 years, apprenticeship cannot normally be commenced until the person concerned is about 16 years of age.

Under the Danish Law on the Age of Majority, persons under 18 are under their parents' authority, and cannot bind themselves by contract. In accordance with this, the Law on Apprenticeships distinguishes between indentures concluded before the apprentice has reached the age of 18, and apprenticeship agreements concluded after the person concerned has reached the age of 18.

Indentures must be signed by the apprentice's parents or guardian; however, the apprentice himself must also sign the contract if it is binding beyond his twentieth year.

Agreements on apprenticeships concluded after the apprentice has reached the age of 18 are signed by the apprentice himself.

Indentures and apprenticeship agreements must be signed by the master.

Indentures must be drawn up on a form approved by the Ministry of Education, and must be sent to the Employment Services for approval. Agreements on apprenticeships, however, need only be reported to the Employment Services.

In cases where an apprenticeship continues under a new master, for example because the business concerned changes hands, the contract for continuation of the apprenticeship must be submitted for approval, even though the apprentice has reached the age of 18 at the time.

The regulations here referred to, which are related to the Law on the Age of Majority, have determined the construction of the Law on Apprenticeships. Apart from a chapter on transitional provisions, now of no significance, the Law contains six chapters:

- Chapter I on the conclusion and content of indentures.
- Chapter II on the mutual obligations of the parties.
- Chapter III on apprentice training in the trades, industry, etc.
- Chapter IV on apprentice training in retailing, commerce and office routines
- Chapter V on termination of the apprenticeship
- Chapter VI on supervision, penalty clauses, etc.

Chapter I, Section 1 provides that indentures must be concluded with a person who is not yet 18 years of age. Apprentices under this provision are therefore referred to, for simplicity, as Section 1 apprentices.

Section 30 contains provisions on apprenticeship agreements concluded with persons over the age of 18. Apprentices under these provisions are referred to as Section 30 apprentices.

Section 1 apprentices are covered by all provisions of the Law, apart from Section 30. On the other hand, Section 30 apprentices are covered solely by Chapters III, IV and VI on apprentice training, supervision and penalty clauses, and by Chapter I, Sections 2 and 3, on the right to employ and train apprentices (approval of the place of training) and the length of the apprenticeship period.

Indentures guarantee the apprentice vocational training within an approved craft or trade, practical training at an approved place of training, theoretical training at a technical college, fixed period of apprenticeship, lowest minimum wage, fixed working hours per week, availability of compensation if the master infringes his obligations as concerns practical training, and a final certificate of completion of the apprenticeship (apprenticeship test or certificate). Indentures, on the other hand, impose upon the apprentice a number of obligations towards the master, and the master can claim compensation from the apprentice or his parents or guardian for contravention of the indentures.

Indentures cannot be approved if they do not meet the requirements of the Law on Apprenticeships. No agreement is valid that contains conditions inferior to the provisions of the Law on Apprenticeships. Provisions better than the minimum requirements of the Law may, however, be agreed.

(Details of rights and obligations under the Law on Apprenticeships are set out in paragraphs 3-1, 3-2, 5-1 and 6-1.)

An agreement on apprentice training under Section 30 will provide the apprentice with vocational training in an approved craft or trade, practical training at an approved place of training, theoretical training at a technical college, an agreed period of apprenticeship and a final certificate of completion of apprenticeship. In addition, his rights and obligations will normally be those generally applicable to the labour market.

The Law on Apprenticeships of 1956 provides the basic rules concerning the apprentice's legal position, but at the same time there are provisions relating to the apprentice's legal position under a number of other laws.

a) Under the Law on Approval of Commercial Colleges, Technical Colleges, Engineering and Machinist Colleges, and Subsidies, etc for these colleges, of 4 June 1964, the state has undertaken to organize theoretical training

for apprentices. From 1975, expenses are met in full by the State (80 per cent) and the counties (20 per cent), whereas previously the master had to pay for part of the instruction. Instruction at colleges is therefore completely free for both apprentice and master.

b) The Holidays Act of 4 June 1970 entitles apprentices under indentures to 24 days' holiday during the first and second holiday years after commencement of the apprenticeship. Holiday allowance is 9.5 per cent of wages. If the apprentice has not earned holiday allowance for all the days of holiday, the master pays wages for the remaining days. After the second holiday year, the general rules of the Holidays Act apply: that is, two days' holiday for each month of employment in one calendar year. (Section 5 of the Law on Apprenticeships, which gave the apprentice an annual holiday with pay of 18 days, is annulled.)

c) The Health Insurance Act of 9 June 1971 entitles apprentices, like others in Denmark, to free medical care and hospital treatment, and contributions towards important medicines. The regulation in the Law on Apprenticeships that the master must pay health insurance subscriptions for the apprentice has thus become void.

d) The Accident Insurance Act of 1964 requires all employers to insure their employees against accident. This insurance includes apprentices.

e) The Factory Act of 1954, last amended in 1974, provides a number of protective regulations for workers in the crafts, industry and the commercial and clerical trades, and special rules for the protection of young people under the age of 18. To the extent that these rules are more comprehensive than the protection rules in the Law on Apprenticeships, they provide apprentices with this further protection.

f) The Law on the Employment Services and Unemployment Insurance of 19 March 1970 requires the Employment Services to assist in the choice of vocation and training, and to take over from the former employment offices the approval and control of indentures. Section 1 apprentices cannot become members of the unemployment insurance scheme, but the Law provides that they can obtain unemployment benefit after one month's membership if they seek membership not later than two weeks after completion of their apprenticeship. Other new members obtain no right to benefit until they have worked six months within the trade during the last three years.

g) The Law on Vocational Guidance of 3 May 1961 requires the Employment Services to provide free individual vocational guidance and to assist municipal public schools in advice on careers. The vocational guidance officer may, if necessary, co-operate with the doctor or specialist to give the best possible individual guidance.

h) The Law on Child Allowances and other Family Allowances of 26 June 1975 contains rules on assistance for young people of up to kr 7000 a year for children aged 16 or 17. Assistance varies according to the parents' income, number of children and the income of the 16-17 year old concerned; for apprentices, this of course takes in the apprentice wage. Young people's assistance is granted by the municipal authority, to whom application must be made. Young people's assistance is paid to the parents, but the municipal authorities may require it to be paid to the 16-17 year old

i) The Law on State Educational Assistance of 4 April 1975 makes State scholarships available to young people under the age of 18 who are undergoing training. The maximum amount is kr 7700 a year. This decreases according to the parents' income, and ceases when the parents' income reaches kr 80 000 a year. Apprentices applying for scholarships may themselves have an income of kr 9000 a year. Amounts above this are deducted from the scholarship granted. Scholarships are paid to the apprentice. If the apprentice is over the age of 23, the parents' income is not taken into consideration when allocating the scholarship, only his own income.

j) Finance Act Grant for Travel Assistance to Apprentices receiving College Education Under the Law on Technical and Commercial Colleges of 1964, the State is permitted to compensate the Ministry of Education from the Budget for travelling expenses paid to apprentices receiving education at technical and commercial colleges. These expenses are paid of the apprentice's total journey to the college is 14 km or more. The total journey to the college is from home or place of apprenticeship to the college and back to the home or place of apprenticeship. Expenses are for public transport by the shortest route and at the cheapest rate.

k) Finance Act Grant for Apprentices' Board and Lodging at College Hostels Similarly, under the Law on Technical and Commercial Colleges, a grant is made under the annual Finance Act to the Ministry of Education for accommodation expenses for apprentices whose theoretical training is at a central college taking apprentices from a wide area, a daily journey between home and college being impossible. The grant covers the cost of board and lodging, less a small amount per day for food. Travel to the college hostel at the commencement of training is also paid, as well as the return journey when the course is completed.

l) Finance Act Grant for Apprentice Training away from the Place of Residence The Ministry of Labour has available an annual grant which is administered by the Employment Services. This State grant is payable to apprentices under training away from their place of residence who have no accommodation with the master and who meet certain conditions: the Employment Services may consider that the apprentice applying for a grant

cannot obtain equivalent training near his place of residence, and that the grant is reasonable having regard to the possibility of the apprentice completing his training and then obtaining employment in the trade, and having regard to the apprentice's opportunity to earn money during training.

m) Young people who because of breach of the law are sentenced to imprisonment have an opportunity to receive training, while serving their sentence, in a trade in which they are already being trained, or they may commence vocational training. This part of apprentice training is administered by the prison authorities.

n) Young people who are physically or mentally handicapped can also take vocational training, possibly in an assisted workshop. The organization of such training is supported by the rehabilitation authorities or institutions under the special welfare services, for example institutions for the blind and deaf, State arrangements for the mentally handicapped, etc. Whether or not complete vocational training can be provided depends upon the degree of disability.

o) Vocational Training can also be provided in the Forces Young men can conclude a contract with the Forces for service over a long period. In such cases they are trained as enlisted men in the Forces, and as part of their military training they can receive vocational training under the provisions of the Law on Apprenticeships, for example in engineering. Apart from the vocational training, they are of course subject to the general rules of the Forces applicable to serving personnel.

The Law on Experimental Vocational Training Schemes of 7 June 1972

These experimental training schemes, whose purpose and content will be referred to in more detail in Paragraphs 5 and 6, follow, with a few exceptions, the general rules of law applicable to apprentices. The exceptions are as follows:

- 1) The first year of training is mainly at a college, with a few brief visits to companies. Consequently, training does not commence upon entering into indentures with an undertaking, since the apprentice is required to undergo training at a college. There are no indentures, and therefore no payment of wages by a master. The State therefore pays to young people participating in an experimental training scheme a wage corresponding to the first year wage for apprentices within the craft or trade concerned.
- 2) After the first year at college, practical training in an undertaking commences, interrupted by brief theoretical courses at a college. Since practical training in several undertakings may arise, more than one set of indentures are concerned, which must be entered into separately in each case. The rules of the Law on Apprenticeships apply to such indentures.
- 3) Training is linked to a wide area of trade, such as the iron and metal

industry, the building trades and the food industry, and during training the apprentice gradually makes up his mind as to his special vocational field.

Special circumstances within the agricultural sector

From ancient times, training in agriculture has been practical and on a farm. Wages and working conditions were agreed in individual cases between the young man (or woman) and the farmer. A father's training of his sons was very often concerned. Theoretical education could be obtained at agricultural colleges, but this was not compulsory. However, an increasing number of young farmers sought education at agricultural colleges or at a folk high school. The latter provided a general education for young people under N.F.S. Grundtvig's concept of a folk high school, but might also have certain agricultural subjects in its curriculum.

It is still the case today that training in agriculture is based on an agreement between trainee and farmer. There are no rules fixing contractual conditions. However, the State has promulgated certain laws to ensure rights for young people in agriculture. These relate primarily to the Contracts of Employment Act of 31 May 1961, with certain later amendments.

Under the Contract of Employment Act's rules for young people under the age of 18, no agreement on working relationships can be concluded for a period longer than one year. If the working relationship is agreed for a period of more than six months, either of the parties may require a written contract to be drawn up setting out the wage, working conditions and duration of the working relationship. If the working relationship is concluded for one month (monthly), it continues until one of the parties gives notice by the 15th of a month of termination at the end of the month. If there is no agreement on the amount of the wage, the employee may request the remuneration normal for employees in similar positions.

The Law contains rules as to board and room furniture, which correspond essentially to the requirements of the Apprentices Act (see Paragraph 3).

The holiday rules of the Act state that an employee who has entered into an agreement on working relationships or who has served for six months is entitled to a holiday of 12 working days. If he has served for one year, he is entitled to a holiday of 24 working days. The employee is entitled to wages and maintenance payment during the holiday, plus holiday pay of one per cent of the wages during the period on which holidays are calculated.

These are minimum provisions. Agreements on holidays may be concluded that are more favourable to the employee.

The employee is entitled to wages during illness until the working relationship is legally terminated, and he is entitled to maintenance if he does not live with the employer during his illness. The latter entitlement does not apply to periods in hospital.

If the employee's illness or injury is caused intentionally or by gross negligence, he is not entitled to wages for the period during which he is unable to work.

The employee may not be employed on work which is considered to exceed his strength, having regard to his age. Working hours may not exceed those laid down for adult employees in agreements generally applicable. The employee may, however, be called upon to carry out preparation work and clearing up at the place of work each day for half-an-hour beyond normal working hours. The employee may not work at night unless he is given an equivalent rest period on the following day.

The employer must accept the employee into his service at the date agreed, but he may refuse to do so

- 1) if the employee has been found guilty of a criminal offence giving rise to an obvious risk of his abusing his position as employee,
- 2) if upon appointment the employee produced false recommendations,
- 3) if he suffers from an infectious disease or if he/she is unsuitable because of illness, pregnancy or physical injury to carry out the accepted work, or
- 4) if he lacks the ability to carry out the work which he had expressly stated that he possessed when appointed.

If it can be proved that upon entering into the service agreement the employer was aware of the circumstances concerned, he cannot refuse to accept the employee into his service.

If the employer does not become aware until after the working relationship has been commenced that he would have been entitled for one of the reasons set out above to refuse to accept the employee, he may terminate the working relationship without notice within 14 days of his becoming aware of the circumstances of the employee concerned.

The employer may also terminate the working relationship without notice if the employee grossly neglects his duties or grossly infringes house rules.

In the event of termination of the working relationship without notice, the employee receives the wage agreed for the period he has worked.

If the employer dismisses the employee without legal reason, the latter is entitled to compensation equivalent to wages and maintenance until such time as he could have been dismissed legally. If the working relationship has been concluded for a period of more than one month, compensation amounts to two months' wages and maintenance, unless the general rules of compensation give an entitlement to a larger sum.

If the employee, not being sick or for other legal reason, fails to commence the working relationship or does not appear at all, or if the employee leaves his service illegally, he is required to compensate the employer according to the relevant rules.

The employee may terminate the working relationship without notice if the employer

- 1) fails in spite of requests to pay the employee the wages due to him,
- 2) refuses to grant the employee the free time to which he is entitled by law or special agreement,
- 3) uses the employee for work contrary to law or special agreement,
- 4) provides the employee with board or lodging that is contrary to law or special agreement or that may put his health at risk,
- 5) is guilty of gross neglect of his duty towards the employee in general or
- 6) if the employee has been the subject of violence or threat of violence or of improper approaches from other persons belonging to the employer's household without having been able, in spite of requests, to secure the employer's protection against this.

If the working relationship is terminated for one of the reasons referred to here, the employee is entitled to compensation under the rules set out above.

In the event of the employer's bankruptcy, the outstanding wages of an employee are a preferential claim.

Employees in agriculture are also covered by the provisions of the following laws (see pages 4 and 5): Health Insurance Act, Accident Insurance Act, Vocational Guidance Act, Law on Workers' Protection within Agriculture, Forestry and Horticulture and, insofar as they are of the 16-17 age group, the Law on Children's and Other Family Allowances. Employees who have reached the age of 18 may be insured against unemployment through the Danish Union of General and Semi-skilled Workers.

The legal position of the agricultural worker compared with that of the apprentice

The young man or woman seeking training within agriculture is in a position legally inferior to that of the apprentice within the crafts, industry and commerce.

The Contracts of Employment Act provides him with legal protection in a number of areas, this legal protection corresponding substantially to that of the apprentice in the same area. There are, however, crucial differences, in that there is no requirement of a contractual relationship between the young person and his employer and the employer is not required to provide vocational training. Further, no statutory theoretical training at a college is associated with the employment relationship.

This does not necessarily mean that an agricultural worker receives no vocational training. It can be shown that excellent vocational training is in many cases provided in agriculture, which finds expression

in its acknowledged high level of quality. The worker's vocational advantage from the service relationship will depend essentially upon two things: 1) that he finds employment with an employer who is professionally efficient and interested in training, and 2) that the worker himself has the desire and initiative to acquire proficiency in the trade. This latter point often leads to his seeking training at an agricultural college after a period of practical training.

It may therefore be said that in general young workers in agriculture fall into two groups after the 18-19 age group: one group that qualifies itself practically and theoretically with a view to becoming the owner of a farm, or at least renting or managing a farm, and the other group that becomes agricultural workers, often with a certain amount of theoretical training, without aspiring to become independent farmers. During the marked industrialization and urbanization within Denmark over the last 10-20 years, many of these agricultural workers have turned to urban occupations as unskilled workers or - after training at special courses - as semi-skilled workers.

Voluntary, formalized agricultural training

Young people in agriculture have not been satisfied with the traditional training in agriculture, and agricultural associations also have felt the need for more formalized training - not least in order to keep a sufficient number of young people within the occupation.

This has led the agricultural associations to establish, in co-operation with the Ministry of Agriculture and the Ministry of Education, rules for the training of young people in agriculture.

Training is voluntary, in that no trainee is required to undergo it. If he does so, he may withdraw provided he adheres to the Contracts of Employment Act's rules on notice of termination.

The young man or woman may commence training after completing municipal public school education; i.e. at the age of 16. He may begin with practical training, but a condition of completion of training is that the young person takes a three month basic course at an agricultural college. Normally, young people will begin with this basic course.

This is followed by three years' practical training on farms, the young person finding his own employment. At least six months and not more than one year of the practical training must cover animal husbandry.

The three years of practical training are followed by a final course of either six or nine months at an agricultural college.

The agricultural worker will then be provided with a certificate issued by one of the agricultural associations, 'the green card', which may be considered as a form of apprenticeship certificate.

Formal education in agriculture

The old close link between agricultural colleges and folk high schools referred to above (page 7) has led to agricultural colleges receiving from the State the same support as folk high schools. There is no statutory municipal support.

The State covers 85 per cent of the cost of operating agricultural colleges, but food for the students is not included in this. The colleges are so organized that students live and eat at the college during the course. They pay a monthly sum for board and lodging and part of the college's general expenses (as indicated, only 85 per cent of this is covered by the State).

Students at agricultural colleges cannot obtain scholarships from the State Education Fund. From earlier times, however, (long before there was legislation on general scholarships from the State Education Fund) there has existed a special assistance scheme for students at agricultural colleges. The funds are made available by the State. The assistance available is related to the student's own income and to the parents' income. The maximum amount obtainable is greater than the maximum under the State Education Fund, since a certain sum is included for the monthly college fees that the student must pay while at the agricultural college (see the 85 per cent State subsidy).

Legal effects associated with 'the green card'

The more formalized training associated with acquisition of 'the green card' has certain legal effects. For example, it is laid down in agricultural legislation that assistance for young farmers in establishing themselves is conditional upon the young farmer having acquired 'the green card'. This applies to all young farmers born after 1 January 1945. It will thus gradually become common practice for farmers in Denmark to have had this training.

Apprenticeships in market gardening, fruit growing and nurseries

Apprentice training in the area within the agricultural sector covering market gardening, fruit growing and nurseries follows entirely the rules for apprentices within the crafts, industry and commerce.

Indentures are concluded and approved, theoretical training at horticultural colleges is provided, and the place of training and the master must be approved.

This is the only area within the agricultural sector which follows completely the rules of the Law on Apprenticeships. This applies also to the separate laws that include rules for apprentices referred to on pages 4-6.

Rules for the forestry industry

No preceding apprentice training is required to become a forestry worker in Danish State or privately owned forests.

Training is, however, provided for forestry technicians. Young people with this training can become assistant foresters; i.e. foremen under the supervision of a forester.

Technician training in forestry is provided under the Law on the Training of Forestry Technicians of 16 February 1966, which replaced the law of 1933 on the training of assistant foresters.

The young person seeking forestry technician training must be 17 years of age, and must at least have passed the final test at the end of the 10th school year.

Training covers a total of 125 weeks of practical work and 94 weeks at a college. Training falls into three parts, which all end in an examination. The student must pass the first part to be able to proceed to the second part, and this must be passed before the third and final part, and thus the forestry technician certificate, can be taken. Practical training is carried out in forest districts, including a period at a saw mill and a machinery course. Theoretical training is provided in part at certain selected agricultural colleges and in part at a special forestry college (instruction during parts 2 and 3).

The students pay no fees for instruction, but they pay for board and lodging at the colleges. They receive wages during practical training in forest districts.

The students are required to follow the instruction set out in the established curricula. Absences may result in a warning, and in more serious cases expulsion for a period or permanently.

Young people seeking training as forestry technicians have the same general rights as those flowing from the legislation referred to on page 4. They are also entitled to scholarships from the State Education Fund, provided they meet the law's regulations on allocation criteria.

1-2 Regulations in collective agreements concerning apprentices' legal position

The general rule is that the requirements of legislation relating to apprentices are minimum requirements which cannot be departed from to the disadvantage of the apprentice.

Agreements on better conditions may, however, be concluded.

Collective agreements between employers and employees will often (but not necessarily always) contain rules relating to apprentices. These rules will mainly concern apprentices wages and their regulation. Conditions as to working hours in agreements will also apply to apprentices, with any modifications resulting from the rules of labour legislation protecting young peoples at work.

2. Administration of apprenticeships

2-1 Legislation, financing and administration

a) Legislation in relation to apprenticeships rests with the Ministry of Education, as does all other legislation concerning training. We are concerned here with the Law on Apprenticeships, the Law on Commercial and Technical Colleges and Subsidies to these Colleges, the Law on Agricultural Colleges, the Law on the State Education Fund and grants to apprentices during college instruction and for board and lodging at college hostels (see pp. 3-5 and 11).

The laws on holidays, protection of workers, employment services, unemployment pay and vocational guidance (see page 4), which are not especially directed towards apprentices but cover the entire labour market, fall under the Ministry of Labour. This also applies to the Contracts of Employment Act (see page 7).

The Law on the Training of Forestry Technicians falls under the Ministry of Agriculture, since this training is closely associated with State forestry, which is administered by the Ministry of Agriculture.

There is contact between the three ministries at ministerial level and at departmental level, so that the necessary co-ordination of legislation can be provided.

b) The financing of the theoretical part of apprentice training is undertaken by the State and the counties. The master pays the apprentice during practical training.

College education for apprentices is provided at 54 technical colleges and 59 commercial colleges. The colleges are now almost all non-profit-making institutions. They are managed by a board, and a majority of the members of the board must have a connexion with trade and industry. Since the operational costs are covered in full by public authorities (80 per cent of costs is covered by the State, 20 per cent by the counties), strict rules have been set for the colleges' administration of their affairs.

Under the Law on the Approval of Commercial and Technical Colleges and Subsidies to these Colleges of 4 June 1964, with subsequent amendments, the colleges must be approved by the Minister of Education. A condition for approval is the existence of a basis for proper instruction, including a qualified teaching staff, and the necessary premises and equipment.

The colleges must abide by the regulations relating to admission conditions, educational requirements as concerns teachers, curricula, examination arrangements and other circumstances of instruction. These

regulations are prepared by the Minister of Education.

Approval may be withdrawn if one or more of the preconditions referred to are no longer present.

For the erection, reconstruction or purchase of buildings, approved colleges may receive loans free of interest or repayment for up to five-sixths of the cost of construction or the purchase price of the buildings.

For the purchase of equipment and fittings, loans without interest or repayment may be granted up to 75 per cent of the cost, and in special cases up to 100 per cent.

These loans for buildings and fittings, free of interest or repayment, are granted by the Treasury. As concerns equipment and fittings, the trend is increasingly for the Treasury to lend 100 per cent, but the effects concerned then remain the property of the State. This has practical advantages, for example expensive equipment for technical instruction can be moved to other colleges in line with changes in the planning of education in general.

The regulations on subsidies for the operation of technical and commercial colleges in fact include a rule giving the Minister of Education the right to assess whether there is a sufficient need for the instruction concerned at the individual colleges. This regulation is employed to rationalize technical and commercial colleges, their number having been reduced over the last 20 years (from some 370 technical colleges to less than 60 at present, and from some 200 commercial colleges to about 60 at present). This centralization has led to larger colleges, with an opportunity for improved equipment and a more differentiated and well-trained teaching staff. It has also had the result that college hostels have been established at many central colleges. Loans for these hostels are granted on the same terms as for college buildings.

To obtain coverage of the operational costs, the colleges must follow the regulations laid down by the Minister of Education concerning operations, finance and management, including regulations relating to the size of groups or classes and the salaries of principals, teachers and other personnel.

Expenses paid in full by the State include salaries, pension contributions, administration, cleaning, heating, lighting, interest and repayments on mortgages, rent of premises, taxes and insurance, purchase and maintenance of buildings and fittings, teaching materials, expendable materials for practical workshop instruction and excursions for students.

Money received from the sale of products made by apprentices during workshop instruction must be deducted from expenses.

As concerns basic vocational education (BVT; see page 6), the same rules of financing apply as for apprentice training; however, BVT apprentices receive wages from the State during theoretical training at colleges.

There are also rules concerning approval, etc for agricultural colleges, but these rules are not as comprehensive and are more liberal, since these colleges are covered by the same law as the folk high schools (the free Youth Boarding Schools), the State paying only 85 per cent of the operational expenses for this type of college.

The following amounts have been budgeted for apprentice training in the financial year 1 April 1976 to 31 March 1977:

	mill kr
Apprentice training at technical colleges	206.9
Apprentice training at commercial colleges	36.0
Apprentices' board at college hostels	49.6
Travel payments for apprentices at colleges	17.2
Assistance for board and lodging at place of training at a distance from place of residence	2.7
BVT training at technical colleges	203.0
BVT training at commercial colleges	42.4
Wages to BVT students	44.8
Subsidy for agricultural colleges*)	36.0
Training for forestry technicians	1.9
Scholarships for apprentices and assistance for students at agricultural colleges	approx. 20.0
New buildings, purchase of fittings, equipment, etc	approx. 75.0
	<u>735.5</u>

Of this amount, some kr 45 million is to be paid by the counties. The remainder is paid by the State.

*) There are 25 agricultural colleges. Their students are above the age normally associated with apprentices. This is because of the special form of agricultural training in Denmark (see page 7 ff). The 16-18 age group accounts for some 25 per cent of the total number of students at agricultural colleges.

c) The administration of apprentice training is the responsibility of two directorates under the Ministry of Education: the Youth Education Directorate and the Vocational Training Directorate.

Agricultural training falls to the Youth Education Directorate. The close link between agricultural colleges and folk high schools has placed agricultural training under the Youth Education Directorate. An inspector of education who is an agricultural expert supervises and approves agricultural colleges. The directorates also calculate and allocate the subsidy for the colleges.

The Vocational Training Directorate administers all forms of apprentice training, except agricultural training.

The Vocational Training Directorate administers on behalf of the Minister of Education the legislative regulations concerning the approval and supervision of colleges, approval of budgets, allocation of operational subsidies, approval of building work, purchase of fittings and teaching equipment and the allocation of money for this purpose, rules on the use of teachers and number of apprentices per group or class, rules on salaries for teachers, etc.

Following proposals from the Trade Boards (see 2-2 below), the Vocational Training Directorate also issues curricula which include regulations for apprentice training at colleges. These curricula give the range of the instruction, its content and time schedule, lists of syllabuses, equipment and teaching aids, and number of students per class or group.

The Vocational Training Directorate also issues instructional guides which discuss in detail the regulations in the curricula.

Approved rules are provided for practical training at the place of work, giving directions on the content and extent of this training. For example, there are references to the materials, tools and machinery employed in the profession and the products manufactured. There are also directions on the course the training should take, so that this can be linked as closely as possible to the instruction the apprentice receives at the technical college. The object of this is to co-ordinate practical and theoretical training in vocations in which the theoretical training is at a commercial college.

An important duty of the Vocational Training Directorate is therefore to aim at maximum co-ordination between practical and theoretical training, and to ensure that sound vocational training is provided. To achieve this, close co-operation has been established between the directorate and

representatives of employers and employees.

2-2 Co-operation between employers and employees

The Ministry of Education's and the Vocational Training Directorate's co-operation with employers and employees in apprentice training is carried out through Joint Trade Boards, the Apprenticeship Board and Committees for the Final Examination of Apprentices.

a) Joint Trade Boards The Apprenticeship Act lays down that a Joint Trade Board must be established in each trade - or industry - with equality of representation (at least four members) by employers and employees. Members of the Board are chosen by the employers' and employees' associations in the trades concerned. The Board elects its own Chairman, either from among the members of the Board or from outside the Board. If the choice of Chairman cannot be agreed, he is appointed by the permanent Court of Arbitration in industrial court matters. The Minister of Education and the Minister of Labour together determine the vocational area that is to be considered as forming a trade (industry) when setting up Joint Trade Boards.

The Joint Trade Boards may amalgamate into larger Boards. Upon recommendation of the Apprenticeship Board, the Minister may rule that several trades are together to form one Joint Trade Board.

The Joint Trade Boards advise the Minister of Education, the Minister of Labour and the Apprenticeship Board on all matters relating to apprentice training and the protection of apprentices. In addition, they have the following duties:

1) They must submit recommendations to the Apprenticeship Board on detailed rules for training in the trade or parts of the trade concerned.

2) Within their individual area, they must work for optimal training conditions, and in particular they must ensure that working conditions are so planned that all work forming a natural part of apprentice training is covered. In this connexion, they may investigate undertakings employing or intending to employ apprentices.

3) If, following investigation of an undertaking, a Trade Board finds that conditions within the undertaking hinder the proper training of apprentices, it may request the Employment Services to refuse to approve contracts relating to the appointment of apprentices to the undertaking. Reasons for the request must be given, and a statement on whether apprentices already under indentures in the undertaking are entitled to terminate their contracts.

If the Employment Services receive such a request from a Joint Trade Board, they may not approve indentures with the undertaking until the Trade Board has approved the undertaking as suitable for training following a new investigation.

This applies analogously if the Trade Board finds that the undertaking is only suitable as a place of training if the apprentice receives supplementary practical training at another undertaking or at an approved workshop training school.

4) The Trade Board lays down a minimum and a maximum training period for the individual trade. If the apprentice or the master submits a request for a departure from the normal training period, it must reach a decision in each individual case, which may be appealed against to the Apprenticeship Board.

5) The Trade Board appoints inspecting masters, who assess the final apprenticeship examinations.

Decisions of Trade Boards are valid only if agreed by two-thirds of the members of the Board. The members are under an obligation of secrecy towards third parties in relation to circumstances made known to them.

There are 36 Trade Boards:

Joint Board for Master glaziers and the glaziers' trade

Joint Board for the painting and decorating trade

Joint Board for the bricklayers' trade

Joint Board for the carpenters' trade

Joint Board for joinery and associated trades

Joint Board for the woodcutting machinists' trade

Joint Board for the coopers', basket makers' and brush-makers' trades

Joint Board for the boot and shoe trade

Joint Board for the tailoring trade

Joint Board for the printing trade

Joint Board for the bookbinding trade

Joint Board for the lithography and photo-engraving trades

Joint Board for the ceramic trades

Joint Board for the stonemasons', paviours and stucco-workers' trades

Joint Board for the tanners' and fur-dressers' trades

Joint Board for the bakers', confectioners', millers' and sugar-goods trades

Joint Board for the tobacco trade

Joint Board for the butchers' trade

Joint Board for the dyers', trimming makers', sailmakers' and rope makers' trades

Joint Board for the saddlers', paperhangers', travel goods and
glovmakers' trades
Joint Board for the hairdressing trade
Joint Board for the dental mechanics' trade
Joint Board for the chimney-sweeps' trade
Joint Board for the watchmakers' trade
Board for Apprentices in the metal industry
Joint Board for the plumbers', pipe-fitters' and sanitary trades
Joint Board for the hotel and restaurant trade
Joint Board for Apprentices in the retail trades
Joint Board for office apprentices
Joint Board for commercial apprentices
Joint Board for the horticultural trade
Joint Board for the photographers' trade
Joint Board for the furriers' trade
Joint Board for the coach-builders' trade
Joint Board for the specialist opticians' trade

Each of these Trade Boards covers several trades or industries.

b) The Apprenticeship Board covers the entire apprenticeship field, and is in some cases the appeals body in relation to the Joint Trade Boards.

The Apprenticeship Board consists of a Chairman appointed by the Minister of Education, four employers and four employees from the crafts and industry, and three employers and three employees from the retail, commercial and clerical trades.

The employee representatives are appointed by the Danish Trades Union Congress.

The employer representatives are appointed by the Danish Employers' Association (2), the Crafts Council (2) (one of whom must have special knowledge of artisans' working conditions), the Joint Committee for the Business Community (1), the Joint Council for the Retail Trade (1) and the Danish Employers' Association's section for the retail, commercial and clerical trades (1).

The Director of Vocational Training may participate in the meetings of the Apprenticeship Board, without the right to vote. This also applies to additional representatives of the Ministry of Education, one representative of the Ministry of Labour, one representative of managers and employees in the crafts and industry and in the retail, commercial and clerical trades, and two with special knowledge of vocational training appointed to advise the Apprenticeship Board.

Only the Chairman and members of the Apprenticeship Board elected by the associations have a vote in decisions of the Board. In cases relating to the crafts and industry, the Chairman and the members elected for this

area only may vote. In cases relating to the retail, commercial and clerical trades, the Chairman and the members elected for this area only may vote.

The Apprenticeship Board advises the Ministry in matters submitted to it for opinion. It must work to promote the objectives set out in the Apprenticeship Act. It may on its own initiative discuss matters falling within the scope of the Act, and give an opinion to the Government. It is also entitled to present requests and proposals on legislation relating to apprenticeships.

The Apprenticeship Board must consider the Trade Boards' recommendations concerning rules for training within the individual trades, draw up the rules and ensure that the Employment Services are informed of them. The Employment Services must ensure that the training rules are appended to all indentures.

Following recommendations from the Trade Board concerned, the Apprenticeship Board must decide in questions of doubt whether in a given case vocational work is concerned requiring the drawing up of indentures.

The Apprenticeship Board also decides whether, in accordance with his training and knowledge of the trade, a person may be considered as vocationally trained and entitled to act as a master in cases where such a decision has been reached by the Employment Services and Trade Boards and is appealed against to the Board.

The Apprenticeship Board also takes the final decision in matters relating to departure from the training period established for the trade.

Upon application by a Trade Board, the Apprenticeship Board may, in very special cases, permit departures from the provisions of the Apprenticeship Act to the effect that there shall be no restriction by collective agreement of the number of apprentices within a trade covered by the Act. Such a departure may be agreed only with a view to the proper training of apprentices.

Upon the recommendation of the main associations in the trade concerned, the Apprenticeship Board determines the geographical field of operation of the Final Apprenticeship Examination Committees.

c) Final Apprenticeship Examination Committees The final apprenticeship examinations held at the end of an apprenticeship are organized by the Final Apprenticeship Examination Committees, which are established within each trade in geographically demarcated areas.

The Committees consist of an even number of vocationally trained members, half of whom must be employers' representatives and half employees' representatives. The members are chosen by the main associations of the trade concerned.

The final apprenticeship examinations are assessed by inspecting masters, who are appointed by the Trade Boards. Employers and employees are equally represented. The inspecting masters must be vocationally trained. Their assessment may be witnessed by two representatives of the relevant Final Apprenticeship Examination Committee.

Detailed rules for the Final Apprenticeship Examination Committees and for the final apprenticeship examination, including rules concerning the necessary requirements, are established by the Minister of Education following recommendations from the relevant Trade Board and the Apprenticeship Board. Expenses in connexion with the final apprenticeship examinations are met by the employers' and employees' associations.

2-3 Decisions in legal disputes

The Apprentices' Arbitration Court Disputes between the parties concerning the duration of the apprenticeship, the master's use of the apprentice, the adequacy of practical training, the apprentice's fulfilment of his obligations, the master's fulfilment of his obligations and the correct drafting and content of the indentures are to be decided by an Arbitration Court, unless the parties agree on some other procedure.

Indentures may be cancelled by a decision of the Arbitration Court, and the injured party may be awarded compensation. Where an apprentice has had several apprenticeships and has had insufficient training, the Arbitration Court must investigate which of the training masters is responsible for this.

The Arbitration Court consists of the judge of the jurisdiction within which the apprentice and master reside and four arbitrators selected for the individual case, each of the parties appointing two. The arbitrators must be trained in the trade concerned.

There must be a quick legal decision. Immediately following an application for arbitration, the judge must, as umpire of the Arbitration Court, request the two parties in the case to appoint arbitrators, and within four weeks of receiving the application the judge must fix a date for the hearing. If the apprentice is under age, his guardian must be given notice to appear at the hearing.

In direct continuation of the proceedings before the Arbitration Court, it reaches a decision in the matter with binding effect upon both parties. The decision, for which reasons must be given, is taken by a majority of votes.

Judgements and settlements may be executed under the rules of law relating to the enforcement of judgements and settlements.

2-4 Separate administration of the BVT schemes

The Law of 7 June 1972 on the vocational basic training schemes states that these schemes are experimental. The intention of the Law is that these experimental training schemes should form the basis of new arrangements for apprentice training. Since they depart substantially from the structure of apprentice training under the Apprenticeship Act of 1956, they have been provided with their own administrative bodies, but like the apprentice training schemes they fall under the Vocational Training Directorate of the Ministry of Education.

a) The Board for BVT training The Board has been set up by the Minister of Education, and consists of six members appointed by him, one member appointed by the Minister of Labour, four employers' representatives and four employees' representatives. The latter are appointed by the Danish Employers' Association and the Danish Trade Union Congress respectively, so that representation of works managers and trainees on the Board is ensured.

The Board is the initiator in the planning and implementation of experimental training schemes, and it advises the Minister.

b) The Committee for BVT training Following consultation with the Joint Trade Boards established under the Apprenticeship Act, the Board establishes a Committee for each of the experimental fields. The Committee has eight to ten members; two members are specialist educational experts within the field, and the remainder are appointed by employers' and employees' associations within the field, with equal representation from each group.

There are seven Committees:

The Committee for Iron and Metal;

The Committee for the Building and Construction Industry;

The Committee for the Graphic Trades;

The Committee for the Food Industry;

The Committee for the Service Trades;

The Committee for the Commercial and Clerical Trades;

The Committee for Agriculture.

A characteristic BVT training is that the pupils do not commence training within a strictly demarcated vocational area, as is the case for apprentices under the provisions of the Apprenticeship Act. They are introduced into a wide vocational area, and gradually, while under training, specialize in a more demarcated vocational field.

A further characteristic is that training commences with basic training at a college for the first year; i.e. about 40 weeks at college and a few weeks of visits to undertakings. Basic training is in part general and in part linked to a wide vocational field.

Practical training takes place at several undertakings during the second and third years of training, and perhaps a fourth year. Guidelines for training in the locations for practical training are laid down by the Committees in co-operation with the Joint Trade Boards under the Apprenticeship Act.

An agreement is concluded between the pupil and the practical training location in the individual case.

c) Tribunals for the settlement of disputes between pupil and practical training location

The Minister of Education has established a tribunal for settling disputes between pupil and practical training location. It consists of a President and four permanent members, two from the Danish Employers' Association and two from the Danish Trade Union Congress. In addition, the tribunal is joined for the individual case by two members with special knowledge of the trade concerned, one appointed by the Danish Employers' Association and one by the Danish Trade Union Congress.

An agreement on practical training may be cancelled by the Tribunal's decision, and the injured party may be awarded compensation. The Tribunal's decision is final.

3. General rules for apprenticeships

3-1 Field of application of indentures

Employers appointing a person under the age of 18 years for work approved as a trade or belonging to such a trade must ensure that before the person concerned commences work written indentures are prepared setting out the trade in which the apprentice is to be trained. The indentures must be prepared on an approved form and approved by the Employment Services. The master or employer is liable to fine for contravention of these regulations.

The regulations concerning written indentures do not, however, apply:

- 1) when the person concerned is employed for messenger duties, for packing and unpacking or for the delivery of goods;
- 2) if the employment is concerned only with the execution of certain special work that does not require vocational training;
- 3) where training arrangements are agreed between parent and child or between grandparent and grandchild.

Questions of doubt as to whether vocational work requires the preparation of indentures in individual cases are decided conclusively by the Apprenticeship Board, after obtaining an opinion from the Joint Trade Board concerned.

Upon recommendation of the Apprenticeship Board, the Minister of Labour and the Minister of Education may together decide the extent to which the Apprenticeship Act is to apply to persons who are restricted in their vocational ability because of physical or mental disability or who are in care away from their home or who are in prison. It is thus possible to include such persons under the rules of the Apprenticeship Act, with the modifications made necessary by their circumstances.

3-2 Restriction of the employers' right to employ apprentices

An employer who is not himself vocationally trained in the trade in which the apprentice is to be employed for training may not accept and train apprentices. If the employer can, in a satisfactory manner, leave the training of the apprentice to a vocationally-trained person employed in the undertaking, the undertaking may then accept apprentices.

Certain circumstances exclude an employer from accepting apprentices:

- 1) if he has been convicted of a criminal offence giving rise to a clear risk of abuse of the duty of training master;
- 2) if stoppages - apart from lockout, strike or force majeure - have occurred three times in the undertaking, giving cause for cancellation of indentures;

- 3) if he has twice in the course of ten years been guilty of such infringement of indentures that their cancellation was a consequence thereof;
- 4) if he has not paid within the fixed time limit compensation awarded against him in an arbitration case.

The Employment Services decide whether, in accordance with his training and his knowledge of the trade, a person can be considered as vocationally trained and able to act as a training master. In cases of doubt, the matter must be discussed with the Joint Trade Board before a decision is reached. The decision may be appealed against to the Apprenticeship Board, whose decision is final.

(As concerns the special circumstances in agriculture, see page 7 ff.)

3-3 Criterion for admission to apprentice training

The only criterion for admission to apprentice training is that the apprentice must be legally discharged from the municipal public school; i.e. that he has received nine years' education. This means that apprentice's indentures cannot be concluded before the age of 16 years.

In a few specialized trades, there may be requirements relating to special knowledge of technology or languages, but such knowledge may be acquired in municipal public schools.

However, legislation on the protection of workers contains certain provisions that can exclude persons from certain apprenticeships, but the intention here is to protect the health of the person concerned. (The provisions apply in general to all young people under the age of 18 and not only to apprentices.)

Within four weeks of an employer taking on a person under the age of 18 for work apart from messenger work, he must ensure that the person concerned is examined by a doctor. The employer is to pay the cost of the examination.

The doctor must forward immediately a certificate giving the result of the examination to the District Factory Inspector. If the information in the certificate relating to the young person's health makes his employment on the work for which he has been employed inadvisable, or calls for special measures for his protection - restricted working hours, special protective measures or other precautions - the Factory Inspector shall inform the young person and his employer thereof immediately, and agree such measures with the employer as are necessary. If the Factory Inspector considers it necessary, he may forbid the young person to work in the undertaking, wholly or in part.

In questions of doubt, and in the event of disagreement between the doctor and the Factory Inspector, the matter must be submitted to a joint medical-technical committee.

3-4 Apprentices' and training masters' rights and obligations

Contents of Indentures

a) The duration of the apprenticeship must be set out in the indentures.

The Joint Trade Boards decide the minimum and maximum training periods, which should not exceed four years in any trade. After having obtained an opinion from the Trade Board concerned and from the Apprenticeship Board, the Minister may permit the training period in a trade to be extended by up to one year more than the four years, having regard to the trade concerned.

The first six months of the training period are considered as a period of mutual trial. During this period the master and apprentice (if he is under 18 years, his guardian) may both request that the indentures be cancelled, without giving reasons. In such cases, neither of the parties is entitled to compensation from the other, unless this is expressly provided for in the indentures. If the apprenticeship commences with collective preliminary schooling outside the undertaking, for example at a workshop school associated with a technical college, the Apprenticeship Board may, if the parties agree, permit the trial period to be extended, but by not more than a period corresponding to the duration of the preliminary schooling.

If the apprentice misses more than a total of four months of his apprenticeship because of ill health, both he and the training master may ask for the apprenticeship to be extended by a period approved or fixed by the Trade Board.

The apprenticeship period must be so employed that the apprentice learns as completely as possible the trade for which he has been accepted for training. During this period, the master is required to follow the rules for the training concerned laid down by the Trade Board and the Apprenticeship Board. The apprentice is required to participate in practical training in the undertaking and in that part of his training carried out at a technical college or commercial college. Instruction at the college is without charge to the apprentice. In the case of apprenticeships entered into before 1 August 1975, the master was required to pay part of the cost of instruction. In the case of apprenticeships entered into after that date he is released from this expenditure, which has been taken over by the State and the counties.

b) The financial conditions under which the apprentice is to work during his apprenticeship must be accurately set out in the indentures.

Within a trade or parts of a trade in which there is a wage for apprentices under collective agreement between the trade's employers and employees, this wage must be paid as a minimum.

In trades having no such agreement, the trade associations concerned set up a tribunal consisting of two employers' and two employees' representatives and an umpire appointed by the permanent Court of Arbitration. If a majority of the associations' representatives on the tribunal agree on a minimum wage, the wage so established must be paid as a minimum to apprentices within the trade.

When approving indentures, the Employment Services must ensure that not less than this established wage has been agreed.

The apprentice is entitled to wages during illness until legal termination of the apprenticeship, but not for a period of more than three months.

If the apprentice falls ill because of his own improper behaviour, the master is not required to pay wages during the illness if the apprentice is unable to participate in the work as a result of the illness.

If the apprentice lives with the master and receives board from him, an agreement must be reached on the value of board and lodging. This value will then be deducted from the wage. The Apprenticeship Act also regulates the furnishing and equipment of the apprentice's room. Following entry into effect of the Law in 1956, no rooms may be equipped for use by more than one apprentice.

Examples of apprentices' wages

Bakery and confectionery:

1st year of training	kr 291.75 per week
2nd year of training	" 311.75 " "
3rd year of training	" 351.75 " "

Plumbing:

1st year of training	kr 275.55 per week
2nd year of training	" 317.30 " "
3rd year of training	" 359.05 " "
4th year of training	" 442.55 " "

Printing:

1st year of training	kr 293.50 per week
2nd year of training	" 331.50 " "
3rd year of training	" 384.50 " "
4th year of training	" 464.50 " "

Painting and decorating:

1st year of training	kr 220.00 per week
2nd year of training	" 260.00 " "
3rd year of training	" 325.00 " "
4th year of training	" 365.00 " "

Hairdressing:

First $\frac{1}{2}$ year of training	kr 232.00 per week
$\frac{1}{2}$ to $1\frac{1}{2}$ year of training	" 282.00 " "
$1\frac{1}{2}$ - $2\frac{1}{2}$ year of training	" 357.00 " "
$2\frac{1}{2}$ - 3 year of training	" 632.00 " "

Horticultural trade:

16-year-olds	kr 343.40 per week
17-year-olds	" 441.51 " "
18-year-olds	" 490.57 " "
19-year-olds	" 588.68 " "
20-year-olds	" 686.79 " "
21-year-olds	" 784.90 " "

Butchery:

16-17 years	kr 367.40 per week
17-18 years	" 410.82 " "
18-19 years	" 454.24 " "
19-20 years	" 497.24 " "
20-21 years	" 540.66 " "

Joinery:

1st year of training	kr 190.00 per week
2nd year of training	" 219.00 " "
3rd year of training	" 299.00 " "
4th year of training	" 354.00 " "

Electrical trade:

1st year of training	kr 4.65 per hour
2nd year of training	" 6.15 " "
3rd year of training	" 8.65 " "
Final months	" 11.15 " "

Bricklaying:

First 3 months	kr 4.75 per hour
Following 3 months	" 5.95 " "
Following 12 months	" 8.15 " "
Following 12 months	" 10.15 " "
Remainder of training period	" 12.15 " "

Carpentry:

0-6 months	kr 4.46 per hour
6-16 "	" 8.04 " "
16-26 "	" 10.87 " "
Remainder of training period	" 14.59 " "

Fitters:

1st year of training	kr	5.05	per hour
2nd year of training	"	6.45	" "
3rd year of training	"	7.85	" "
4th year of training	"	10.45	" "

Cookery:

First $\frac{1}{2}$ year of training	kr	809.50	per month
Second $\frac{1}{2}$ " " "	"	859.50	" "
2nd year of training	"	994.50	" "
3rd year of training	"	1084.50	" "
4th year of training	"	1159.50	" "

The apprentice is provided with board during working periods.

Waiting trade:

First $\frac{1}{2}$ year of training	kr	924.10	per month
Second $\frac{1}{2}$ " " "	"	974.10	" "
2nd year of training	"	1109.10	" "
3rd year of training	"	1199.10	" "

Commercial, clerical and retail trades:

1st year of training	kr	1468.00	per month
2nd year of training	"	1768.00	" "
3rd year of training	"	2068.00	" "

In these trades, kr 300 per month is deducted for apprentices who have not reached the age of 18.

All the wage rates referred to are minimum rates established by collective agreement or by the wages tribunal referred to above. They apply to the Copenhagen area. Wages are generally somewhat lower outside the Copenhagen metropolitan area.

The wages referred to above are for the period 1 September 1974 to 28 February 1975.

In March 1975, it was sought by government intervention and legislation to restrict the renewal of agreements. In the case of apprentices, a significant alteration was that, provided they are over the age of 18, they receive the same cost-of-living wages adjustments as all others. For apprentices under the age of 18, the cost-of-living adjustment was set at half that received by persons over the age of 18. This was also an improvement.

c) Rules on working hours Normal weekly working hours may not exceed those normally applicable within the trade or undertaking concerned. This means in practice that working hours are 40 a week; in horticulture, however,

41 $\frac{3}{4}$ hours. These are the working hours established by collective agreement.

Apprentices' participation in instruction at technical colleges and commercial colleges is included in working hours.

Apprentices under the age of 18 are subject to the rules set out in the Law on Workers' Protection (Factory Act), under which young people under the age of 18 in the crafts and industry may not be employed for work during the period from 18.00 hrs to 06.00 hrs. Exemptions may be made where the apprentice as part of his training takes part in work that must be continuous (iron and steel works, glass works, etc), or which commence early in the morning (bread and biscuit bakeries, milk delivery, etc), but he must then be given a total rest period of 12 hours and the total working hours may not exceed 10 hours a day.

In the retail, commercial and clerical trades, similar protective rules apply to young people under the age of 18, but with a few differences in the case of shops with extended opening hours. However, no apprentice may work beyond 22.00 hrs. The rest period must be 12 hours, and the daily working hours may not exceed 10 hours. In shops open on Sundays, it must be ensured that apprentices have one free day a week.

Work on Sundays and Public Holidays is in general prohibited for apprentices.

d) Holidays with pay The holiday provisions of the Apprenticeship Act have been annulled. Instead, the general law on holidays (see page 4) applies, which entitles apprentices to 24 days' holiday a year with holiday allowance.

e) Insurance for apprentices The master must insure his apprentice against accident and disablement.

The former obligation of the master to pay health insurance for the apprentice has been annulled, following the introduction of general public health insurance. This is paid by the State and the counties (see page 4).

f) Mutual obligations of master and apprentice The apprentice must assist the master in the work of the undertaking insofar as his working capacity and ability permit.

The master may not employ the apprentice on work other than that appertaining to the activities of the undertaking, and only in exceptional cases on work that does not relate to his training in the trade.

The master may not employ the apprentice on work injurious to his health or that is not in proportion to his strength.

The master must, as far as possible, protect the apprentice against abuse by other people employed in the undertaking or by members of the master's household.

The training period must be so employed that the apprentice learns as fully as possible the trade in which he has been accepted for training.

The master is required to abide by the rules established for training within the trade by the Joint Trade Board, the Apprenticeship Board and the Ministry of Education. In this connexion, the master must ensure that the apprentice follows that part of the training which takes place in technical colleges and commercial colleges.

The apprentice is required to follow the training, practical and theoretical, in accordance with the established rules. Theoretical training will often be provided at the nearest technical college, but the apprentice is required - in accordance with the Ministry of Education's planning of technical colleges and commercial colleges - to receive instruction at a central college with a hostel, even though this is located at a distance from his home and place of training (see page 5, Points j and k).

A female apprentice who becomes pregnant may ask for the apprenticeship to be interrupted for up to three months before and one month after confinement, the apprenticeship being correspondingly extended.

The master has the same right in relation to the pregnant apprentice.

g) Sanctions in the event of infringement of mutual obligations

The indentures must be cancelled by the master if the apprentice refuses to participate in the instruction associated with training at a technical or commercial college, or if with the approval of the Director of Education the apprentice is expelled from the college.

The indentures may be cancelled by the master if the apprentice is guilty of a substantial contravention of the obligations incumbent upon him under the apprenticeship, including disobedience towards the master, or if the apprentice is sentenced to imprisonment for wilful breach of the law, or if a female apprentice refuses during pregnancy to take the confinement leave requested by the master before and after confinement (see above).

The indentures may be cancelled by the apprentice (or if he is under the age of 18 by whoever is responsible for him) in the following cases:

a. if the master is sentenced to imprisonment for wilful breach of the law;

- b. if the master is guilty of a substantial contravention of his obligations towards the apprentice;
- c. if the master does not supervise - to the extent that may be considered reasonable according to general usage - the apprentice's behaviour and moral conduct, and protect him against immoral influences;
- d. if the master is absent from the business for more than three months without ensuring the training of the apprentice by a vocationally-trained person;
- e. if the master has twice in ten years been required by an arbitration decision to compensate an apprentice for not having displayed sufficient care in the training of the apprentice;
- f. if, following investigation, the Joint Trade Board finds that the circumstances within the undertaking prevent the apprentice's receiving proper training and recommends that the Employment Services refuse approval of further indentures in the undertaking;
- g. if the apprentice, in the event of illness or for any other reason, loses his ability to receive training in the trade, he having had this ability when the indentures were concluded, or if the apprentice's continued training in the trade gives rise, in the opinion of a doctor, to danger to his life and health;
- h. if a female apprentice becomes married;
- i. if a female apprentice becomes pregnant;
- j. if a female apprentice works in the home of a married master and his wife dies or his cohabitation with her comes to an end.

The right to cancel the indentures must be made use of by both master and apprentice within three months of the person concerned having learned of the circumstances giving him the right to cancel the indentures.

Apart from the cases referred to above, both apprentice and master may cancel indentures upon payment of the compensation established by the Arbitration Court (see page 21).

h) Sanctions on the part of public authorities

A master or employer who contravenes the regulations relating to the preparation of indentures, the contents of indentures, the apprentice's work, adherence to the established training programmes and cancellation of the indentures where the apprentice refuses to participate in instruction at a college is liable to fine.

A master who wrongfully sends an apprentice away from his training and an apprentice who wrongfully leaves his apprenticeship may suffer the

same penalty.

Such cases are conducted by the Public Prosecutor and heard before the lower court.

i) The apprentice's position in the event of the death or bankruptcy of the master

Indentures become void in the event of the master's death. Whoever continues the undertaking may take over the indentures relationship if he so wishes, is qualified to do so and if the apprentice (or his parents if he is under the age of 18) agrees by endorsing the original indentures.

Indentures also become void if the master closes down his undertaking, and if because of bankruptcy or for any other reason - but not lockout, strike or force majeure - the undertaking is closed down for a period of more than two months.

In such cases, it is for the master to try to arrange for the apprentice's training to continue with a master entitled and qualified to accept the apprentice.

j) Prohibition of exclusive agreements, etc

Indentures may not contain provisions forbidding the apprentice, after completion of his apprenticeship or within a certain period thereafter, to accept work in the trade concerned or to operate a business in the trade. Further, the indentures may contain no provision requiring the apprentice, after the end of the apprenticeship, to work for the master for a certain wage.

Indentures entered into must be legally cancelled before the apprentice can receive training from another person or be employed as an assistant within the same trade.

4. Guidance for apprentices

4-1 General rules

The Law on Vocational Guidance of 3 May 1961 sets out rules for the assistance to be given in the preparation and implementation of a choice of training or trade.

The Law is intended for all who wish for such assistance, but it is of course very largely aimed at young people faced with the choice of training or trade after leaving the municipal public school.

Vocational guidance must give consideration, in the choice of an occupation, to personal interests and circumstances. Another objective is that future opportunities within the training or occupation chosen should be considered, so that the individual obtains a satisfying position from society's point of view as well as his own.

Vocational guidance falls under the Minister of Labour, and is administered by Vocational Guidance Offices. These Offices have appointed Employment Officers to give individual guidance and to provide general information on training and vocational conditions. Doctors are attached to Vocational Guidance Offices to assist in individual cases.

Guidance and information are free of charge.

Each Vocational Guidance Office keeps an index of existing training schemes and choice of occupations. For more important training schemes and occupations, leaflets containing information on conditions, opportunities and requirements are available.

4-2 Guidance in municipal public schools

The Ministry of Education's Directorate of Municipal Public Schools issues two brochures to all schools: Choices in the 7th School Year, and Choices in the 9th School Year.

Choices in the 7th School Year consists largely of information on the opportunities of choice for pupils in the 8th and 9th forms of the Municipal Public Schools. It refers to a number of subjects, theoretical and practical, that are optional in the higher forms and that may be of importance in the later choice of training and occupation.

Choices in the 9th School Year consists of opportunities available after the 9th form, on the one hand for continued theoretical training and on the other for a choice of occupation at the age of 16 with

practical training and associated theoretical training. This includes information on the trades in which apprentice training is available.

It is usual for one or more of the school's teachers to have completed a course on vocational and instructional guidance. These teachers are available to the pupils for individual guidance.

The school may also arrange meetings with the Employment Officer of the local Employment Services. Meetings may also be arranged in which local tradespeople give information about their undertakings. Finally, many schools arrange for pupils to be sent for practical work in a trade for one or two weeks, pupils entering as far as is possible undertakings in which they already have an interest. Such vocational practice may, however, be difficult to arrange, particularly for large schools, since ideally it should be so arranged that all the pupils of any one year are sent for practical training at the same time.

Municipal public schools provide no initial vocational instruction whatsoever but, apart from what is set out above, they do of course try to inform their pupils about the community in which they live and of the occupations within it.

4-3 Guidance during apprenticeship

If after leaving the municipal public school a young man or woman enters into indentures, the choice of occupation has been made, but the first six months of the apprenticeship, which is a mutual trial period for apprentice and master, provides an opportunity for a change of trade. The apprentice may discover for himself that the trade chosen does not suit him. The master may advise him to change trades, and the preliminary school for the trade concerned is specially able to advise and guide the apprentice from the observation and experience that its teachers have acquired during this instruction. The apprentice may also at any time approach the Employment Services' Vocational Guidance Officer and doctor to seek advice and guidance.

When the trial period has expired, the indentures with the master bind the apprentice to complete training in the trade. The advice and guidance available to the apprentice from the technical and commercial colleges during this period, as well as from the master, will relate mainly to directions to ensure that he derives maximum benefit from his apprenticeship.

4-4 Guidance on the basic vocational training schemes (BVT)

The experimental training schemes referred to earlier, which have been called the Basic Vocational Training Schemes (BVT), propose far more comprehensive guidance than apprentice training schemes, in that the former

are characterized by the fact that the final objective of the training is not established from the outset.

The wide vocational field about which BVT pupils are informed during their first year of training (see page 22) contains in itself vocational guidance, and it is the duty of the school and its teachers to guide the pupils towards the objectives they have set themselves, or to show them the way towards other objectives.

The pupil will also be guided during the years of training following the basic year, the concept being that the pupil gradually finds his way into the field in which he finally wishes to specialize. At this stage, not only the school's teachers but also the master in the undertaking may act as guidance officers.

A new arrangement that must be mentioned is that guidance for BVT pupils also includes the pupils' purely personal circumstances. The teacher must here act as adviser, although the social worker from the municipality's social services will often also be concerned.

5. Training programmes, apprentice training schemes

5-1 General rules

Master and apprentice are required to follow the rules established for training within the trade.

The rules are drawn up by the Joint Trade Boards and the Apprenticeship Board, and are approved by the Vocational Training Directorate.

The initiative for amendment of the rules will often come from employers and employees in the trade concerned, perhaps also from apprentices, but it may also come from the Trade Boards, the Apprenticeship Board and the Ministry of Education.

Proposals for amendment of the rules will always be first discussed in the Trade Board.

The rules require that the teaching programmes must always include practical and theoretical training. Practical training is carried out at the place of work, and theoretical education at a college.

5-2 Training programmes within the crafts and industry

Training programmes for training within the crafts and industry give directions on the content and extent of practical training, including the duration of the training period. The apprentice must have a knowledge of the materials, tools and machinery employed in the trade, and of the products manufactured. He must also learn the manufacturing processes.

There are further directions on the course of the training, so that this can be carried out in as close an association as possible with the instruction the apprentice receives at the technical college.

Curricula for the instruction at technical colleges contain regulations on the extent, content and timing of the instruction. The instruction will normally have a marked emphasis on the trade concerned, and it will include subjects such as materials technology, tool technology, workshop technology, interpretation of drawings, technical drawing, etc. Business Economics will often be included.

Alongside this theoretical instruction, instruction at technical colleges is also provided in workshops and laboratories, and it is attempted to provide this practical training in as close an association as possible with practical training at the place of work.

As far as is possible, apprentices are taught in groups made up of apprentices at the same stage of training and associated with the same craft or industry.

Instruction at technical colleges also includes subjects of general interest, such as arithmetic, Danish, civics, sociology and topical matters of everyday life. This general interest instruction therefore includes subjects directly related to the vocational training, but at the same time having a wider social aim.

It is clear from the curricula that it is customary for the apprentice to begin his apprenticeship with a period at a technical college, after entering into the apprenticeship. This instruction is referred to as preliminary school. Preliminary school instruction is predominantly of a practical nature.

The remaining part of the instruction at college usually consists of 'blocks' lasting some weeks during each year of apprenticeship.

Some examples are given below of the duration of the apprenticeship and its distribution between practical training at the place of work and instruction at a college.

Carpenters:

Apprenticeship 3-3½ years. Instruction of four periods at a technical college, totalling 30 weeks or 1200 hours. Preliminary school: 12 weeks. Remaining period: 3 x 6 weeks. Most important subjects: technical drawing and other drawing techniques, materials technology, shuttering theory, vocational arithmetic, safety at work.

Joiners:

Apprenticeship: three years. Instruction for three periods at a technical college, totalling 23 weeks or 920 hours. Preliminary school: 11 weeks. Remaining period: 2 x 6 weeks. Most important subjects: technical drawing and free-hand drawing, jointing, materials technology, tools technology, measuring, vocational arithmetic.

Hairdressers:

Apprenticeship: three years. Instruction of four periods at a technical college, totalling 40 weeks or 1600 hours, of which 375 hours are theory and 1224 hours practical training. Preliminary school: 16 weeks. Remaining period: 3 x 8 weeks. Instruction includes the subjects: ladies hairdressing with waving as the most important subject, or gentlemen's hairdressing with cutting as the most important subject, and wig work.

Bricklayers:

Apprenticeship: four years. Instruction of four periods at a technical college, totalling 27 weeks or 1080 hours. Preliminary school: 12 weeks. Remaining period: 3 x 5 weeks. Most important subjects: drawing and drawing technique, interpretation of drawings, materials technology, vocational arithmetic.

Electricians:

Apprenticeship: four years. Instruction of six periods at a technical college, totalling 39 weeks or 1560 hours. Preliminary school: 12 weeks. Remaining period: 4 x 6 weeks and a final three weeks at college. Most important subjects: trade theory, including electricity, automation, materials technology, arithmetic, mathematics and physics.

Radio engineers:

Apprenticeship: four years. Instruction of six periods at a technical college, totalling 39 weeks or 1560 hours. Preliminary school: 12 weeks. Remaining period: 4 x 6 weeks and a final three weeks at college. Most important subjects: trade theory and materials technology, vocational arithmetic and mathematics, diagrams and technical German and English.

Motor mechanics:

Apprenticeship: $3\frac{1}{2}$ -4 years. Instruction for six periods at a technical college, totalling 37 weeks or 1480 hours. Preliminary school: 11 weeks (at the special preliminary school for apprentices to the motor mechanics' trade). Remaining period: 4 x 6 weeks and a final refresher course of two weeks. Most important subjects: interpretation of drawings and work descriptions, workshop technology, business operations, engine theory and mathematics.

Fitters:

Apprenticeship: four years. Instruction of four periods at a technical college, totalling 29 weeks or 1160 hours. Preliminary school: 11 weeks at the preliminary school for fitters and mechanics. Remaining period: 3 x 6 weeks. Most important subjects: interpretation of drawings, workshop technique, materials technology, vocational arithmetic and physics.

Within the fitters' and bricklayers' trade, apprentice training schemes have been initiated that will lead to training similar to the basic vocational training schemes (BVT). This up-to-date apprentice training will be discussed later in connexion with the BVT (Paragraph 5-4).

5-3 Training programmes in the retail, commercial and clerical trades

Practical training at the place of work consists of participation in the various forms of work in a shop or office, including serving customers, product knowledge, stocks, filing, statements of turnover, daily, monthly and annual stocktaking, introduction to relationships with public authorities, customs duties, VAT, turnover tax, etc.

The apprenticeship period is $2\frac{1}{2}$ -3 years, including theoretical instruction at a college.

Theoretical training of apprentices in the retail, commercial and clerical trades is carried out at commercial colleges, and is concluded by an examination referred to as the commercial assistant examination. (Commercial assistant is a blanket designation for apprentices in the three trade groups.)

Instruction is divided into two streams: the retail college for shop apprentices and the office college for office apprentices and wholesale apprentices (commercial apprentices).

Preliminary qualifications are required for admission to the colleges corresponding to a State-run examination at the end of the 9th class of the municipal public school.

Apprentices not having this examination may be admitted to preparatory courses providing 120 hours of instruction in Danish and 120 hours in arithmetic. This preparatory course is considered as part of the instruction for the commercial assistant examination.

a) Curriculum at the retail school:

This commences with an introductory course of 20 weeks. Then follows the 1st and 2nd terms, each lasting 20 weeks. The number of hours weekly is 12, so that the total instructional time for retail assistants is 720 hours.

The following subjects are taught: arithmetic with use of a calculator, bookkeeping with some knowledge of accounting, business practice, retailing information, sales theory, English, German, show-card writing, commercial knowledge, technology of the trade and goods technology.

Instruction and examinations in English and German are adjusted to the preliminary knowledge the student has upon arrival. Students with limited preliminary knowledge need only receive lessons in one of the languages. Instead of being taught two foreign languages, they have more lessons in arithmetic, bookkeeping, business practice and the chosen foreign language.

The curriculum has detailed descriptions of the syllabus and of the objectives of instruction.

b) Curriculum at the office school:

This commences with an introductory course of 10 weeks, with 24 hours of instruction a week. This is followed by two terms, each of 20 weeks with 12 lessons a week. The total number of lessons for apprentices at the office school thus becomes 720.

The following subjects are taught: typing, introduction to office work and organization, English German, arithmetic and use of a calculator, bookkeeping with some knowledge of accounting, commerce and society,

briefing on data processing and office techniques.

English or German may be replaced by French or Spanish.

In the case of wholesale trade apprentices in areas of trade for which special courses have been arranged in product technology, office techniques is replaced by product technology.

Additional subjects **adapted** to the special circumstances of a certain trade may be approved.

In English and German, instruction and examinations are arranged in accordance with the preliminary knowledge the student has upon arrival. Students with little preliminary knowledge need not take more than one of the languages. Instead of having lessons in two foreign languages, they have more lessons in office administration, arithmetic, bookkeeping, commerce and society in the chosen foreign language.

The curriculum has a detailed description of the syllabus and objectives of the instruction.

5-4 The one-year commercial examination

In addition to the commercial assistant examination, which is structured in accordance with the rules of the Apprenticeship Act, commercial colleges offer a special form of training - the one-year commercial examination - which although not associated with the Apprenticeship Act frequently forms the starting point for an apprenticeship in the retail, commercial and clerical trades.

The commercial examination's legal basis is the Law of 26 May 1965 on Instruction at Approved Commercial Colleges.

The instruction is divided into four streams: 1) general stream, 2) accounting stream, 3) languages stream and 4) retail stream.

Instruction is for one year, covering at least 200 days of study and examinations, with 27-30 lessons a week.

The general stream includes typing, arithmetic, office subjects, bookkeeping, English German, sociology and Danish.

The accounting stream includes accounting, business economics, arithmetic, typing, office subjects, sociology, English or German and Danish.

The language stream includes English, German, typing, shorthand, office subjects and bookkeeping.

The retail stream includes arithmetic, English, German, commercial knowledge, show-card writing, display, retailing economics, sociology and the theory of co-operation.

Admission to the one-year course for the commercial examination requires a leaving certificate from the municipal public school's 10th form, with a good knowledge of English and German (however, for the general and retail streams a leaving certificate from the 9th form only is necessary), other equivalent education or the retail assistant's examination.

This last prerequisite for admission is an expression of the fact that the commercial examination is considered as further education for retail assistants, and even as an introduction to the Higher Commercial Examination which, on a line with matriculation, provides admission to universities and Higher Commercial Colleges.

The commercial examination is, however, used increasingly as an introduction to employment in the retail, commercial and clerical fields, or as admission to an actual apprenticeship in such undertakings. In this case, the apprenticeship will be at least one year shorter than for an apprenticeship associated with the retail assistant examination.

5-5 The basic vocational training schemes, BVT

As referred to earlier, the basic vocational training schemes are experimental schemes, and permanent legislation on the basis of experience gained from these experiments has not yet been implemented. The programmes are therefore also of a preliminary nature.

For the time being, the first year of training has been set within a fairly fixed framework. It consists of one year of basic training within one of the seven main areas into which the training is divided, for example the building and construction field and the iron and metal field (see page 22).

Basic training is for about 40 weeks at a technical or commercial college, supplemented by a period of a few weeks with an undertaking within the trade concerned. College instruction during the basic year is about 40 per cent theoretical and about 60 per cent at a workshop college. Instruction falls into three parts: basic vocational training within the main trade field concerned, general training towards a qualification and personality development. Associated with this is guidance on vocation and training, a choice being made during basic training between a number of associated trades, forming the basis for subsequent training within a specialist trade.

Instruction in general subjects includes:

1) Common subjects, i.e. subjects that are common wholly or in part to all streams. This refers to Danish, study techniques, current affairs,

psychology of work, business knowledge, foreign languages and knowledge of data processing.

2) General subjects common to the stream, branch of training or trade speciality, such as arithmetic and mathematics, foreign languages, physics and chemistry.

3) Optional subjects, creative art, music or training towards a qualification. It has been shown that many students within this form of instruction choose training towards a qualification with a view to subsequent further training.

After basic training, the students progressively choose a narrower field of training (branch of training or trade speciality).

This second part of BVT will be organized so as to alternate between college instruction and practical training at an approved undertaking. The practical period will be longer than the college period. The object will be to provide students with thorough vocational training and instruction in general subjects in continuation of the basic training.

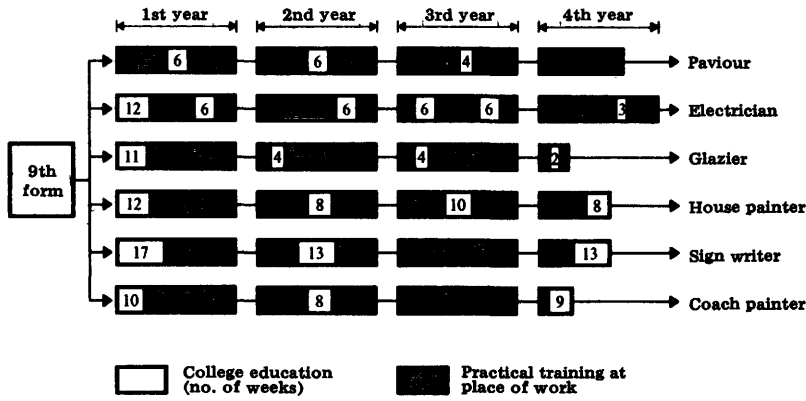
The duration will vary according to the needs of the individual trade specialities.

Training in trade specialities will be divided into stages in such a manner that each stage gives rounded-off training, so that the student can enter the labour market with a certain degree of vocational competence.

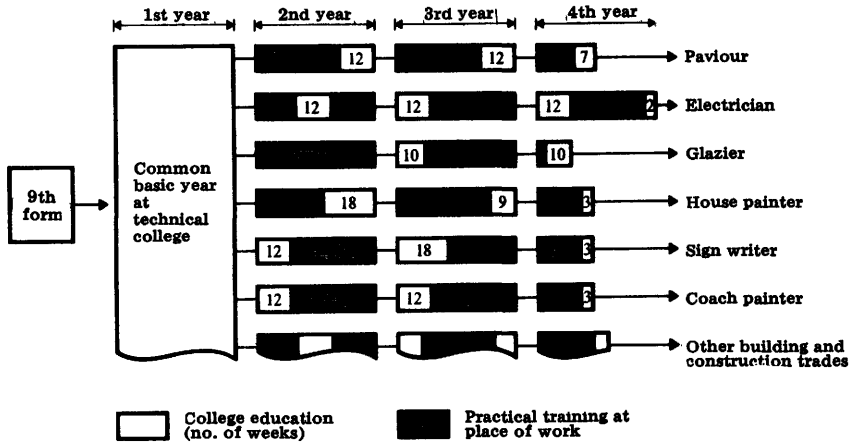
Those who give up their training at a certain stage may continue their training at the next stage at a later date. It is intended that a scheme for further training and a system of supplementary special courses will be built up in association with the training scheme.

To illustrate the relationship between traditional apprentice training and the BVT schemes, a diagram showing apprentice training in a number of trades within the building and construction industry is annexed, together with a diagram of the BVT scheme in the same main area.

Examples of apprentice training



Example of BVT scheme (building and construction)



5-6 Modernization of apprentice training schemes and adaptation to BVT

In recent years, some trades have modernized apprentice training to bring it more into line with the times and to organize it in such a manner that it can be adapted to the BVT schemes after the basic year.

The metal trades for example have revised the training of machinists and fitters. Stage 1 - i.e. initial college instruction in the revised training scheme - replaces the earlier preliminary school. The characteristic feature of this revision is the switch to more practical training than was previously the case during the period at college.

Training has been so structured that it can later be accommodated

into the second part of the training for machinists and fitters after the basic year (first part) of BVT.

This revision of the training of these apprentices is an expression of the industry's demand for up-to-date training in the metal trades.

In the painting and decorating trade, two technical colleges have initiated experiments in which house painters, sign writers, vehicle painters and industrial painters receive common training in paint technology before specializing in trade-oriented training. The total instructional period at technical college has been increased to make it possible to extend practical training at the college and to provide the instruction with an increased content of knowledge of the trade and general subjects.

Experiments have been undertaken in the bricklayer's trade to modernize apprentice training. One of the main elements in this is the introduction of actual building work by apprentices (production during college training) for the equivalent of 28 working weeks. Training at technical college has been extended from 27 to 85 weeks. The increase consists in an extension of the practical training period - including the apprentice building period - and an increased content of general instruction.

The desire for more modern training schemes and a move towards the concepts of BVT are common to all these experiments within traditional apprentice training.

6. Completion of apprenticeship

6-1 Completion of apprenticeship in the crafts and industry

As pointed out in Section 5, the duration of an apprenticeship is set out in the training programme. At the end of the apprenticeship, the apprentice must take the apprenticeship examination laid down for the trade, or unless otherwise provided another examination approved by the trade.

Apprenticeship tests are prepared by Apprenticeship Test Committees and assessed by inspecting masters (see page 20). The basis of assessment is often one or more pieces of work that the apprentice has carried out with a view to the apprenticeship test.

If the apprentice passes the apprenticeship test, he receives a certificate (apprenticeship certificate). This must be prepared in accordance with rules laid down by the Minister of Education.

If the apprenticeship concludes with another test approved by the trade, he will receive a certificate that he has passed this test.

The Apprenticeship Test Committee submits a report to the Employment Services on apprenticeships that conclude with an apprenticeship certificate or a certificate for any other vocational test.

Apprentices who need not take an apprenticeship test, for example because they have already passed an equivalent or more advanced test, receive from their master a certificate of completed apprenticeship setting out the apprentice's period of training and whether he has achieved proficiency within his trade.

An apprentice who refuses to sit an apprenticeship test or any other final test, or who does not pass the test, receives from his master a certificate that should only contain information on the period of training, and from which it is clear that no test has been taken.

If the apprenticeship is not concluded, the apprentice may request from the master a written declaration of the period the apprenticeship has lasted.

In the three cases here referred to, the master is required to report to the Employment Services. He may be liable to prosecution under the Penal Code if he submits an obviously incorrect declaration concerning the conclusion of an apprenticeship.

If the master has not adequately ensured the training of the apprentice, and this is the cause of the apprentice's having been unable at the end of the apprenticeship to obtain an apprenticeship certificate or certificate of completed apprenticeship, the apprentice is entitled to

compensation at the discretion of the Arbitration Court.

In such cases, the Arbitration Court submits a report to the Employment Services.

After having examined all reports, the Employment Services forward the reports to the Joint Trade Board concerned.

6-2 Completion of apprenticeship in the retail, commercial and clerical trades

As pointed out in Section 5, the duration of the apprenticeship is set out in the training programmes.

Insofar as there is agreement in the Trade Board concerned that apprentices to the trade are to take a vocational test at the end of the apprenticeship, and this is approved by the Minister of Education, the apprentice must take such a test.

If such a test has not been agreed and approved, at the end of the apprenticeship the master provides the apprentice with a certificate of completed apprenticeship, giving information of the period of training of the apprentice and whether he has acquired proficiency in his trade. The certificate of completed apprenticeship must be prepared in accordance with the rules laid down by the Minister of Education.

The certificate of completed apprenticeship may not be handed to the apprentice until he has passed the commercial assistant examination. (Commercial assistant is a designation common to apprentices in the retail, commercial and clerical trades.)

The commercial assistant examination is taken at the commercial college where the apprentice received the instruction established for the trade.

Apprentices who do not pass all subjects in the commercial assistant examination may receive a certificate for State-controlled examinations in the subjects they have passed. It is also possible to take State-controlled examinations in individual subjects. Inadequate commercial assistant training can thus be supplemented by individual examinations.

An apprentice's refusal to take a vocational test and any negligence on the part of the master in the training of an apprentice in the retail, commercial and clerical trades is handled in the same way as for apprenticeships in the crafts and industry. The obligation to report to the Employment Services is the same as the obligation to report within the crafts and industry.

6-3 Completion of apprenticeships in agriculture

There are no fixed rules here for the completion of apprenticeships (see page 10), but agricultural apprentices may finish off practical and theoretical training by acquiring 'the green certificate'*, which is a form of certificate of completed apprenticeship in agriculture.

* Translator's note: Referred to earlier in the text as a green card.

7. Instructors and teachers in apprentice training

7-1 Practical training instructors in undertakings

The employer (master) and his undertaking must be approved by the Employment Services and the Joint Trade Board before they can conclude indentures with apprentices.

Similarly, the person to whom the master may assign practical training must be approved by the Employment Services and the Joint Trade Board.

It is required of these instructors that they should have the appropriate vocational training and knowledge of the conditions of the trade. It is desirable that they should be able to get along with young people and have some understanding of instructional techniques. This latter point is not, however, compulsory.

7-2 Requirements and education of teachers at technical colleges and commercial colleges

a) Technical colleges Teachers in the apprentice departments of technical colleges must have completed vocational training (gained the apprenticeship certificate) before being employed, and supplemented this with further vocational and theoretical instruction. Teachers must then take a basic teaching course under the State Trade-Teaching Training Scheme (STT). This is followed by short courses.

Before the teacher is employed, the college administration must obtain the Joint Trade Board's opinion of the applicant.

b) Commercial colleges Teachers in the apprentice departments of commercial colleges must have taken a teaching certificate in commercial subjects in two of the subjects taught. However, it is fairly common for them to be competent in several subjects.

The teacher's certificate in commercial subjects can be obtained under the STT. Previous employment in commercial undertakings for at least two years is necessary. In addition, knowledge equivalent to matriculation standard is a precondition. Applicants with a university degree or a similar education may take the examination for teachers in commercial subjects with no previous trade experience. The examination for teachers in vocational subjects includes practical and theoretical knowledge of teaching.

7-3 The State Trade-Teaching Training Schemes (STT)

These training schemes are provided at the main institutions in Copenhagen and in departments at Ålborg, Århus, Skive, Esbjerg, Haderslev and Odense. In addition, the Crafts College at Ollerup is included in the training scheme. (This Crafts College was originally founded under

private initiative for the further education of craftsmen, and has a certain association with the Grundtvig folk high schools.)

STT prepares and carries out teacher training for the colleges under the Vocational Training Schemes Directorate. It conducts the prescribed examinations, is responsible for teachers' further education in vocational and instructional subjects, and for the development of new teaching aids and methods. It also organizes and carries out experimental activities in association therewith.

The teacher training scheme's educational and development activities include:

- a. Instructional psychology courses lasting about 500 hours.
- b. Further instructional psychology training in shorter courses, covering subjects within theoretical teaching, didactics, methodics, instruction through the media, psychology and, in association therewith, information on programmed instruction.
- c. Courses in administration, evaluation, training through the media, language psychology and targeted specific instruction.
- d. Revision courses in vocational training and instructional techniques, and further education for teachers who are to instruct pupils in the basic vocational training schemes (up to experimental further training schemes), where more differentiated instruction is necessary than in the traditional apprentice training schemes.

STT had in 1975-76 about 5000 students, distributed as follows:

Instructional courses (basic)	1200	students
Further instruction in the psychology of education and up-dating	1000	"
Up-dating in the trade, vocational teaching and further training; courses for teachers of commercial subjects	2800	"

7-4 Consultant activities

A number of vocational consultants are associated with the Vocational Training Schemes Directorate.

Their assignment is to visit apprentice colleges, to attend lessons and to assist and guide the individual teacher in the vocational content of the instruction and in teaching methods.

Visits by the vocational consultant to a college must be notified to the Principal of the college at the latest two weeks before the visit takes place.

The consultants also participate in the planning and implementation of courses and in the arrangements for practice periods for vocational teachers receiving instruction in educational methods.

Finally, the consultants participate in the preparation of curricula and educational directives, and in planning the construction and reconstruction of vocational colleges.

They report once a quarter on their activities to the Directorate. If during a visit to a college they consider that conditions are such that there is reason for intervention as soon as possible, they report to the Directorate immediately.

8. Conclusions

8-1 Assessment of apprentice training scheme up to the mid 1960s

There can be no doubt that the apprentice training schemes as developed under the Laws of 1889, 1921, 1937 and 1956 have been of great importance to the Danish trades, giving good training to generations of young people and so ensuring an efficient and qualified work force for the crafts, industry and commerce. The apprentice training schemes have contributed substantially to the acknowledged level achieved by Danish trades in many fields. During the last decade, however, there has been growing criticism of apprentice training under the 1956 Law. Apprentices and masters have both expressed their dissatisfaction. Discussions have been in progress since the mid 1960s on new forms of apprentice training, and experiments in alternative training schemes have been initiated.

8-2 Reduction in the number of apprentices

The number of indentures entered into reached its peak in 1964, partly as a result of the high birth rate during and immediately after the Second World War. However, since 1965 the number of indentures entered into has been decreasing, not only because of lower birth rates.

Indentures entered into (Section 1 apprentices)

Year	Crafts and industry	Commerce and clerical	Total
1964	19,395	14,784	34,179
1965	18,223	13,573	31,796
1966	16,679	12,148	28,827
1967	14,727	10,559	25,286
1968	13,434	9,772	23,206
1969	13,606	8,256	21,862
1970	13,491	7,378	20,869
1971	11,711	5,742	17,453
1972	10,399	5,291	15,690
1973	10,227	4,280	14,507

(1973 is the last year of corrected statistics.)

It should be noted that the lack of an academically educated labour force during the same period led to expansion of the higher secondary schools and of courses in preparation for university studies. New forms of technical training were introduced (building technicians, electronic

technicians, chemical technicians, laboratory assistants, technical assistants). The training of young people in social work was also extended.

The fact remains that the number of indentures entered into each year has fallen to half that of the mid 1960s.

This does not mean that the number of young people trained for work in the trades has been similarly reduced. The trend in vocational training may be illustrated by the one-year commercial examination:

Year	Number of pupils
1965	1 479
1968	3 889
1970	6 666
1972	8 433
1974	10 336
1976	12 000 (estimated)

This success may be explained as follows:

- a) pupils receive an all-round education, giving them an introduction to commercial and clerical occupations and providing them with a good general education and a good knowledge of two foreign languages;
- b) after passing the examination, they can enter into indentures of reduced duration or continue their education with courses for the Higher Commercial Examination, giving them admission to the Colleges of Higher Commercial Education in Copenhagen and Århus and to the universities;
- c) employers often prefer apprentices with the one-year commercial examination to apprentices accepted directly from the municipal public schools.

The basic vocational training schemes (BVT), which were commenced in the metal trades in 1969 and introduced into other trades following the adoption of the Experimental Act on the BVT in 1972, are in principle similar in many areas to the one-year commercial examination. Their success is now approaching that of the commercial examination, particularly as concerns the basic year in the BVT schemes.

8-3 Criticism of training under the 1956 Apprenticeship Act

Criticism of present apprentice training has been quite extensive, and may be summarized in a few main points:

- 1) The choice of trade is made at the commencement of training, at a time when the apprentice has just left the municipal public school and would normally have little or no means of assessing his potential and competence in the trade.

2) Opportunities for changing from one trade to another are very restricted. There is a tendency to 'earmark' the apprentice for life, and to 'fence him in' within a narrow vocational field.

3) The general instruction forming part of apprentice training is very limited. Apprentices often see higher secondary school education as the ideal, because this education has a wide scope and provides an opportunity to go on to further education.

4) It is asserted that the growing specialization within trades makes them less suitable for the practical training of apprentices and restricts the mobility that may in future become the most important qualification.

5) There have been complaints that there is insufficient co-ordination between practical training in the undertaking and theoretical education at technical and commercial colleges, and that practical training is neglected in some crafts and industrial undertakings. (Pushed to the extreme: the apprentice fetches the journeymen's beer and cuts the master's grass.)

6) It has been said that there is no free admission to the trade a young man or woman chooses for training. Such circumstances as conditions in the trade, geographical location, commercial motives and personal relationships may decide the matter when a young person tries for an apprenticeship in the trade he/she desires.

7) Apprentice training opens up little or no admission to further education.

8) Finally, there is criticism that the training programmes have not been adjusted to the fact that apprentices now have nine years at school, whereas it was earlier only seven years.

9) Some employers have stressed that they look for young people with good all-round knowledge; they and their undertakings will then themselves give them vocational training. Today's production methods must form the basis of vocational training and not the traditions within the trade, which have lost their significance in modern technological production.

There are less-worthy elements in all this criticism. Some criticism smacks of political agitation from the extreme left. There is also some echo of the students' revolt at the end of the 1960s. On the opposite side, there are employers of the older generation who find apprentices harder to deal with than previously. They will not obey an order. They want to know why they must do something and where it fits in. They want to understand and not to be merely an obedient tool.

The latter point is of course symptomatic of the generation gap at any time, but it has achieved a special dimension in our day and age because of

rapidly changing living conditions, sudden changes in production methods and the swift dissemination of news from all over the world.

8-4 Requirements of future apprentice training

Present apprentice training presupposes a very largely static society and a somewhat static technology.

Today's rapid progress in technology, the resulting rapid changes in production methods and living conditions, the imperatives of growing international aspects in production, co-operation to secure the most efficient utilization of resources and labour and the demand for improved education from all groups of people demand reform of vocational training.

One result of dynamic technology and changing production and living conditions must be that training should include such elements of general education and all-round information that a skilled worker is no longer 'earmarked' for the same trade for the rest of his life, but will be able to meet the demands of a large group of trades. Further - and perhaps most necessary - he will be able to adjust his training and himself to a new technology and to new forms of production, and to adapt to new and as yet unknown vocational fields. Training and education will not stop at the age of 20, but will be necessary or desired for the whole of one's life. This will result from changes in production and from the growing demand for improved conditions for personal education and for progress.

I believe that the Danish experiment in basic vocational training schemes embraces some of these new aspects of apprentice training. The basic year provides the apprentice with a form of general education and information that will break down some of the old barriers between intellectual education and vocational training. It gives the apprentice an opportunity to choose his own vocational training when he knows what he is choosing. He will be given a broad orientation over a large vocational field, making it easier for him to change jobs and to adapt his qualifications to changes in production. This will naturally make him more content in his job, and he will feel that he has generally improved his position.

I believe that the new vocational training system will serve two objectives: it will provide better training for work within the trades, and it will contribute to the democratic ideal that there must be opportunities for all. Both objectives are important.

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