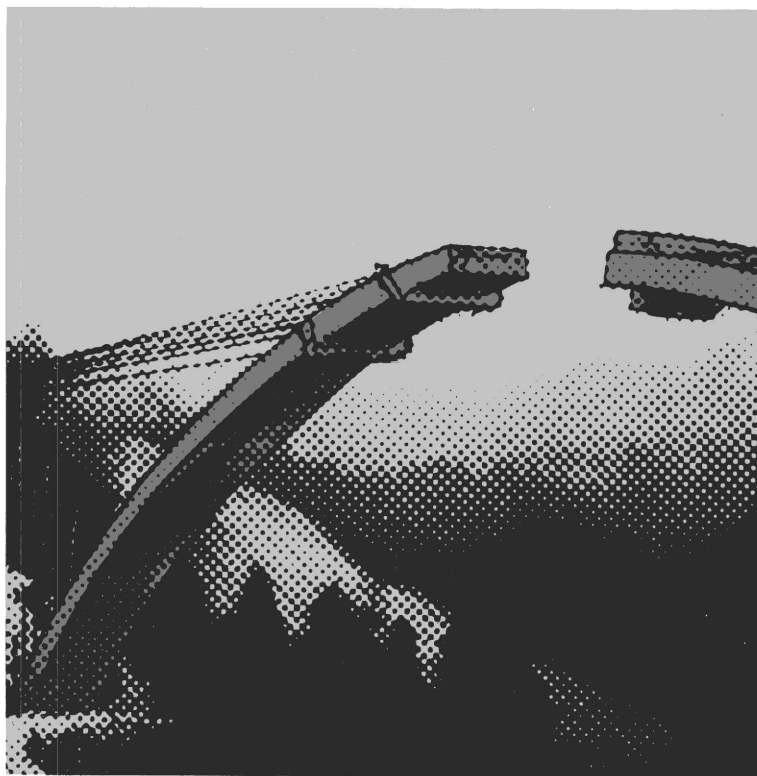


No 2/1988

# The social dialogue — bridging the divide



Vocational training

REPORT



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# Vocational Training

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## Dear Readers,

It is no coincidence that the Centre features 'the role of the social partners in vocational training' as a priority in both its three-year programme of work and its programme for 1988.

The Centre is by statute a Community institution serving as a meeting point for the social partners. From the time it was first set up, on 10 February 1975, the spirit of 'social dialogue' has prevailed in all its studies, one-day work groups, seminars and publications.

The Commission of the European Communities, under the leadership of its President, acutely aware of the importance of the 'social dialogue' as we face the problems of employment, economic growth and Europe's place in the world, set up the series of meetings that led to what are today well known as the 'Val Duchesse agreements'. Two of these were the agreement of 6 November 1986 on the cooperative growth strategy for employment and the agreement of 6 March 1987 on training and motivation, information and consultation.

In every country there is a wide variety of relationships and activities among the social partners in the field of vocational training. The degree of involvement in the training process depends on the interest shown by the social partners, and this in turn varies considerably depending on the country, industry and level of employment. Here again, every Member State has its own distinctive initial and continuing education system: depending on the system and its internal workings, there is a varied range of opportunities for dialogue between the two sides of industry on training problems. This makes research all the more difficult and complex, especially if we hope to arrive at conclusions at Community level.

In 1987, surveys were conducted on the participation of social partners in initial

and continuing training, covering seven EC Member States: Belgium, Denmark, the Federal Republic of Germany, France, Italy, the Netherlands and the United Kingdom. Surveys in the five remaining Member States — Greece, Ireland, Luxembourg, Portugal and Spain — will be completed in about mid-1988. In addition to this series of 12 national monographs, there are two reports describing the efforts of employers' representatives and the efforts of work-force representatives at Community level (see bibliography in the 'Documentation' section of this Bulletin).

Starting with a review of the infrastructure — as it has gradually evolved up to this point — for cooperation, consultation and negotiation among the social partners and the public sector departments concerned with initial and continuing training (continuing education and university education have not been covered), the approach has then been:

- to analyse the situation in each Community Member State in depth, more specifically at regional and local level,

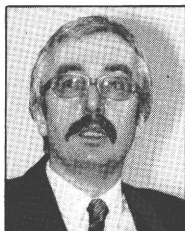
within enterprises and in individual sectors of the economy, in the light of central regulations and the main decision-making echelons;

- to formulate proposals on the improvement of social dialogue at these levels, its content and its aims.

Once the 12 national studies have been completed, the Centre's task is to make a horizontal comparison and to arrive at conclusions on what is taking place at the four levels of encounter:

the Community,  
national,  
regional,  
the work-place.

It is not my intention in this editorial to draw any conclusions from the 14 monographs. For one thing, we do not regard the work as completed; for another, we know that conclusions derived from scientific research cannot always be translated into political action. We realize from experience that there is a wide gap between the desirable and the feasible.



**Ernst Piehl**  
Director,  
CEDEFOP

To illustrate this, let us talk about the men and women who are the partners in this dialogue.

Any vocational training effort takes a little time to bear fruit. It ensues that the dialogue that is so vitally needed in training tends to focus on what are seen as more pressing issues, such as the introduction of new technology or job creation. We tend to forget that these problems can be solved — to the benefit of the individual, the economy and society as a whole — only if the training for workers at every level is adequate in volume and quality. In many cases, the social partners' terms of office and mandates are so short as to hamper the longer-term solution. Only if the social dialogue is to some extent institutionalized, not just at Community and national levels but also regionally and locally, can the problems created by this situation be overcome.

Another case in point is the difficulty of setting up the infrastructure that will promote a dialogue.

Social dialogue seems to be most effective in countries where it has been institutionalized from top to bottom through, for example, in-company agreements, regional bodies, industry boards and nation-wide consultation.

Unless every one of these levels is included in the dialogue, in other words if a link in the decision-making chain is missing, things break down and initial and continuing training ventures are incoherent, creating a risk of higher priority being placed on side issues, short-term interests or tactical considerations.

Where broad responsibilities for vocational training have been transferred to the regions, as has been the case in some countries, there has been a marked change in the social dialogue at national level as well.

If a work-place has no procedure for the training, consultation and participation

of its workers, it is no longer possible to monitor, improve and promote the long-term effectiveness of initial and continuing training schemes centred in the work-place. There is a patent lack of general provisions on this point in almost every Member State and in many sectors and work-places.

The bulletin that follows is in three parts: the first consists of accounts by those involved at the highest echelons of the Community; the second describes the process of social dialogue in the vocational training world in certain European countries; and the third part, as is customary, lists documentary and bibliographical references.

We hope that the Centre's modest contribution will serve the interests of Europe and its citizens, who are the first to be affected by the growing role of vocational training in facing up to the economic and social challenges of our world in these times of rapid change.

# Comment

**T**he single European market is an important stage in our progress towards European integration. There are two dimensions in this stage: the economic, and the social — one that is all too often overlooked in the debate. Unless, in creating an economic entity, we also create the social and societal entity that is so closely linked with the economic, this single market will not become a reality. If Europe is really to count in the world, if it is to make progress, a European autonomy and a European personality must be created and be consolidated so that action can be taken. This is why, in January 1985, I took the initiative of bringing European employers and unions together. The dialogue between them led to the 'Val Duchesse' agreements, more particularly the agreement of 6 November 1986 on a cooperative growth strategy for employment and the agreement of 6 March 1987 on training and motivation, information and consultation.

It is not easy to translate social consensus, dialogue and negotiation — all factors that exist in varying degrees in every Member State — into European terms, because the situations differ. But this has not prevented the social partners from adopting two joint declarations and continuing to talk at the highest level. The success of the social dialogue depends to a great extent on the solidarity of the partners in countries that have progressed further along the path than others. This solidarity should create at least a basis that will ensure that European integration is brought about not by social dumping but by helping others to catch up. As this broader European market gradually comes into being, standards of living are likely to rise, all the more so in countries where earnings are low today. There is likely to be social progress, but this is not enough.



**Jacques Delors**

*President of the Commission of the European Communities.*



*Aerial view of the buildings occupied by the European institutions in Brussels. In the centre, the Berlaymont building (in the form of a cross) which accommodates the Commission.*

We must strive to ensure that in the work-place both management and workers can play a whole-hearted part in European integration, as they have already shown they wish to do. The European Centre for the Development of Vocational Training, set up in 1975, is a forum where the social partners can meet for informal discussions on the problems of vocational training. For more than 10 years now, the Centre has contributed towards promoting a social dialogue in the field of training.

Major changes in the structure of how work is organized in the work-place, especially with the introduction of new technology, have made the role of initial and continuing training even more vital than in the past. Only if the whole of the working population acquires vocational qualifications that are recognized throughout the job market and meet the needs for innovation and mobility can Europe as a whole face up to the social and economic challenges with which it is confronted.

# The social partners and vocational training

**T**he current economic situation is to a great extent responsible for the change in the role and importance of vocational training policies. The existence of both economic crises and significant technological changes at the same time has posed a problem for public and private institutions. Although reorganization and an increase in vocational training is essential, it is, however, not easy to decide and plan the course this action should take.

This situation justifies the use of new training methods and more flexible objectives which take into account not only the fact that human resources are today a determining factor in economic activities but also the reduction in labour requirements in industry, the appearance of new forms and aspects of economic activity and uncertainty about the qualifications and profiles which will have to be promoted.

A process in which all the social partners involved play an active part will result in options being offered in this area through the introduction of new professions and forms of employment allied to a return to development based on small and medium-sized production units and full of worker, production and cultural integration. The fact that traditional mechanisms regulating the supply and demand of labour, such as the migration of workers and their return, have almost disappeared, will encourage participation to be as extensive as possible.

It should always be remembered that, in order to preserve the social function of the labour market, there must be no con-



**Jorge Campinos**

*Chairman of the European Parliament Committee on Social Affairs and Employment*



*The European Parliament in Strasbourg*

flict between economic efficiency and social protection, and it is only by maintaining interplay between these two objectives that a contribution can be made towards increasing harmony and social progress.

It was in this framework that, during a debate in November 1986 on 'the restructuring of the labour market', the European Parliament gave its opinion on the role of the social partners in the labour market.

In the report given at that time the European Parliament considered that 'information, advice and negotiation over technological innovations and company and sectoral strategies are essential needs and are necessary to the innovative processes and development of the company'.

The European Parliament then pointed out that 'to base modern industrial relations on these rights and needs in no way implies prejudicing employers' autonomy in decision-making or limiting the company's adaptability, nor does it mean putting workers in a subordinate role'.

On recognizing that human resources are a competitive parameter at least as important as technology, the European Parliament recognized that they require more education, more training, more social protection but above all more information, more democracy and more worker participation in decision-making processes at all levels.

The development of relationships between the social partners and worker participation are therefore conditions essen-



*The Parliament Tower, Kirchberg, Luxembourg*

tial for increasing the efficiency of the labour market and the implementation of an economic growth strategy orientated towards employment.

Dialogue and participation, the principal factors in a new system providing social guarantees, are the basic requirements for improving the conditions for workers and training a stable work-force.

Furthermore, dialogue and worker participation, the essential factors required to replace competition, must be carried out without paternalism or loss of autonomy and take into consideration factors such as scientific and technological progress, improvement of skills, maintenance and development of culture, protection of the environment, the large infrastructures and efficiency of the public authorities.

It is in this context that territorial and institutional decentralization of training policies and actions will have to be realized in order to ensure more direct links between production and training.

Decentralization will have to be accompanied by improved liaison between the training promoted by public and by private institutions, whether enterprises or social partners. Modification of the

vocational training services and reformulation of their relationship with enterprises is also important and will have to be carried out taking into consideration not only the high cost of equipment required but also the importance of human resources in the development process.

It is therefore gratifying to know that the European Parliament is already fully aware of the importance of social dialogue and participation of the social partners in the search for means of resolving the problems of development and economic growth encountered today in Europe and of the role of workers in the construction of a common united economic area based on development of enterprises.

In this respect recovery of the credibility of the European Community is at present at a crucial stage.

Realization of an internal market as a means of obtaining a common European economic area must be accompanied by a policy of cooperation to ensure growth and employment which includes measures to permit the creation of a European social area provided with a stable financial base and resources indispensable for strengthening economic and social bonds.

**Note: Dr Jorge Campinos left his post as Chairman of the Comissão dos Assuntos Sociais e do Emprego after completing this Bulletin. The new Chairman, Dr Fernando Gomes, fully supports his predecessor's work and sends us the following message.**

As Chairman of the Comissão dos Assuntos Sociais e do Emprego I have every intention of supporting the work of my predecessor, Jorge Campinos.

Following the last Council of Europe held at Brussels on the 11 and 12 February, I would like to state clearly the need for all members of the Community to undertake to fulfil the commitments made at the time.

However, in order that these commitments may materialize in the construction of Europe, we must not neglect fundamental questions such as the realization of a European social area for employment, an essential factor for the achievement of economic and social cohesion, the prosecution of an internal market and greater coordination of Community policies.

# Social dialogue and continuing training

**I**n today's rapidly changing world initial training alone is not enough: continuing training is a vital necessity for everyone involved in industry.

However expert entrepreneurs may be in their own field, if their business is to survive in the face of unremitting competition they must first of all keep themselves abreast of technological progress and the rapidly evolving market situation through continuing education and training. They must also be able to rely on a trained work-force capable of the same dynamism as the business itself. This requires not only initial training but also the whole range of measures to extend and redirect skills and knowledge, known as continuing training, which enables the work-force to adapt to changing needs, products, equipment and processes.

Such continuing training is of importance not only to the business but also to its workers, helping them to secure their jobs and to derive benefit from rising productivity in expanding firms. And should adverse circumstances lead to their unemployment, continuing training improves their prospects of finding work in another firm or occupation: as all unemployment statistics have shown, it is the unskilled and those whose skills are one-sided that make up the bulk of the long-term jobless.

Vocational education and continuing training are thus a matter of vital public importance and an obvious theme for dialogue and consultation involving everyone with a stake in industry.



**Fons Margot**  
Chairman of the  
Economic and  
Social Committee

## The Economic and Social Committee: Cedefop's godfather

It is hardly surprising that the Economic and Social Committee of the European Communities, as the forum in which all groups with a stake in industry meet, has always stressed the need to integrate the promotion of vocational training into European Community policy.

On 4 February 1970 the ESC proposed the establishment of a European Institute for the Study of Vocational Training.

This proposal was later recalled in a unanimously approved study of vocational training in the six EEC countries which was compiled by Mrs Weber and issued on 13 December 1973. This document included a detailed summary of the functions to be entrusted to such an institution, enabling it to become an instrument for the continuing renewal of vocational training, giving an impulse to the modernization of European policy on vocational training.

On 18 April 1974 the Council asked the ESC to comment on a Commission proposal for the establishment of a European Centre for Vocational Training. The Committee's response, approved by virtually a two-thirds majority on 17 July 1974, included the following words: 'The Committee welcomes with particular approval this Commission proposal, for it is to a large extent, as the Commission acknowledges, the fruit of its own efforts. For some 14 years the Committee has pressed for the establishment of a centre of this kind.' The Committee also endorsed the list of the tasks to be entrusted to the Centre. 'The Centre,' in the words of its report, 'has the character of a research institute for the further development of vocational training, including associated cultural education, and continuing vocational training.'

When Cedefop was set up in 1975 the Committee's recommendations were very largely followed, except as regards

the membership of the Management Board, which was to include, alongside the three representatives of the Commission, representatives of the governments of the Member States, with equal numbers of representatives of employers' organizations and trade unions and no representatives of the so-called 'various categories' (among them agriculture, retailing, the professions, consumers and cooperatives).

## Recession reinforces need for training

Since the establishment of Cedefop, persistent economic recession and the resulting unemployment, especially among young people, have sharpened the need for the active development of vocational training, and in its reports the Economic and Social Committee has repeatedly expressed its concern in this matter.

In its response of 26 January 1977 to a draft recommendation by the Commission to the Member States on vocational training for young people who are unemployed or at risk of unemployment, the Committee underlined the need for participation by trade unions and employers' organizations in both the preparation of vocational training measures and the practical organization of periods of study or work experience.

On 29 March 1978 the Committee issued a document on education and vocational training for young workers in which it stressed the importance of vocational guidance at all stages in individuals' education and careers and of both initial and continuing training. The Committee called for a critical analysis of all available data and current studies with a view to improving the coordination of studies carried out by the Member States, and expressed the view that this task should if possible be entrusted to Cedefop.

On 23 March 1983, at the Council's request, the Committee issued a report on



a draft resolution on Community policy on vocational training in the 1980s, again emphasizing that 'all the parties concerned, i.e. the competent authorities, employers, trade unions, instructors and trainees themselves (should) be involved in an appropriate manner in the planning, implementation and evaluation of the necessary improvement in vocational training'.

A few months later, on 1 June 1983, the Committee unanimously approved a paper prepared by Mr Burnel on the employment of young people. Attention was again drawn to the role of training in reducing the risk of unemployment and to the benefit derived by both industry and the young people themselves.

both initial and continuing training being recognized as a matter of concern to employers and work-force alike.

### Where are we now?

There is no doubting the efforts that have been made to promote both initial and continuing training, on account principally of the clear link between training and employment, both in most Member States and at Community level, and it has certainly been one of the topics on which governments and both sides of industry have been able to reach a consensus without much difficulty. However, it is only through sustained action that the various declarations in principle can be carried into effect.

The Committee noted the very limited scope of the proposed measures in comparison with the major objectives as defined in the proposal and directed towards national governments and the Community consultations which are still at an initial stage. It therefore called on the Member States to go beyond the recommendations made to them by the Council.

In the same report the Committee dealt with vocational training aimed at creating employment in small and medium-sized undertakings and at strengthening the motivation of young people wishing to set up in business on their own account. It also applauded measures directed specifically towards women's vocational qualifications and employment. Finally, it again urged that full advantage be taken of the activities and experience of Cedefop.

### Looking forward to 1992

The completion of the Community's internal market in 1992 represents a new challenge to everyone involved in industry. The development of such a large internal market obviously has a social — human — dimension. The attitudes of employers' organizations and trade unions may differ; it may be difficult to obtain unanimous endorsement of particular statements; but a major economic development which takes no account of the social dimension is as untenable as a social policy which lacks economic foundations.

If the European Community is not only to retain its current position in the world economy but also to take the fullest advantage of the opportunities offered by an internal market of 320 million citizens, it will need dynamic industries and qualified managers and workers.

This dynamism and these qualifications need to be continually stimulated, adjusted and updated. The initial preparation of young people for employment and continuing training thereafter thus constitute one of the most important topics on which ongoing consultations and concerted action are needed, involving governments, employers and unions, at both national and European level. Vital though material investment is, in the end nothing is more important than investing in people.



*The Economic and Social Committee*

The ESC is not the only forum in which consultations have been held on the problems of vocational training; the issue has also been raised in the Permanent Committee on Employment and during the discussions held at the initiative of the EC Commission in Hertoginnedal, with

In a unanimous report, compiled by Mr Nierhaus and issued on 14 May 1987, the ESC made a number of critical comments on the Council's proposal for a programme of action on the training of young people and their preparation for work in industry.

# The role of the social partners in vocational training

**M**any trade unionists are loath to use the term 'social partners' at the moment, because the economic and social crisis has led both employers and governments to question trade-union rights.

Despite this, the unions stand by the view that the agreements between the employers and unions are an essential ingredient of the social consensus and therefore of social progress.

Outside their day-to-day business, vocational training has long been an area in which cooperation between employers and unions has produced tangible results. Having always regarded education and training as a basic principle of democratic societies, the unions have long warned against the education of 'two-thirds societies', where the labour market is increasingly split. In some countries unemployment has already resulted in a general lowering of training levels. This is an alarming portent for the further development of Europe's economies and societies. Industry's ability to innovate and compete is largely based on the quality of the initial and continuing training system. Employers too must realize that without a good, solid foundation of qualifications further economic development is at risk.

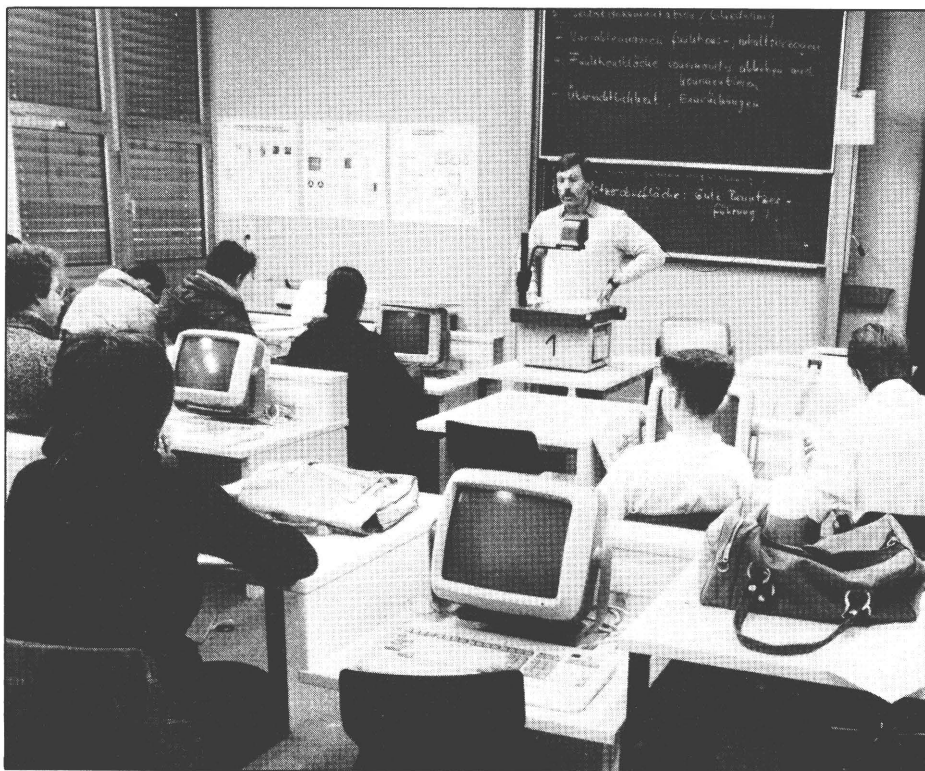
Cedefop's studies on the 'role of the social partners in vocational training' have shown how closely governments, unions and employers cooperate in vocational training in some Community countries. And yet the unions are still far from adequately involved in the elaboration of forward-looking concepts of vocational training. As 'the European dimension of

the internal market' is created, it will be essential to involve the unions in the formulation of a longer term vocational training policy in all the countries of the European Community.

At Community level the unions have always been represented in the tripartite Advisory Committee for Vocational Training and the Committee of the European Social Fund, from which vocational training projects benefit to a not inconsiderable degree. On the unions' initiative it was suggested in the early 1970s that a scientific institute should be established to research and promote vocational train-

unions formed the basis of the European Centre for the Development of Vocational Training.

It is no accident, then, that reference is made in the revised version of the Treaties of the European Community, the Single European Act, to a practice that has been current in the Community since it was first established, especially in the area of vocational training. Article 118b calls on the Commission 'to develop the dialogue between management and labour at European level which could, if the two sides consider it desirable, lead to relations based on agreement'. In this



Paul Glaser



**Ernst Breit**  
President of the  
Federation of  
German Trade  
Unions (DGB)

ing. The Economic and Social Committee took up this appeal, thus underlining the serious interest of all concerned, including the employers, in an institution of this kind. Maria Weber, then a member of the Federal Managing Board of the DGB, took it upon herself as the Economic and Social Committee's rapporteur to ensure that this idea had the broad support of the employers. It would therefore be no exaggeration to say that the agreement between employers and

social dialogue agreement between employers and unions on initial and continuing training was one of the least controversial issues. This too is the outcome of the long cooperation between the unions and employers at European level.

Cooperation in the area of continuing training has proved to be far less a matter of course. The unions see continuing training as *the* future area of education policy. Rapid technological and social

change means that employees must have opportunities for re-training and continuing training at virtually all stages of their working lives.

If so close a link is to be forged between education, initial training and continuing training on the one hand and a changing world of work on the other, some fundamental rethinking will be needed. This must begin at primary-school level:

- *Primary schools* must promote such social skills as the ability to take decisions and make judgments independently and to work in a team, as well as teaching specialized knowledge.

- *Initial training* must provide a wide range of basic knowledge before specialization in individual occupations begins.

- *Opportunities for transferring* from initial training to secondary education and vice versa must be promoted.

- A comprehensive system of *continuing training* presupposes the introduction of paid educational leave which gives employees various options for their own continuing training.

- A forward-looking labour market and *employment policy* capable of planning structural change in good time is needed if such options are to be translated into practical opportunities for vocational advancement and employment.

In a comprehensive concept of education and training policy of this kind the unions' and employers' responsibility cannot be confined to vocational training issues. Privatization of parts of the education, initial training and continuing training system is similarly out of the question. The state's responsibility for providing a broad education and training for everyone must form the basis of any reform of the education system. In continuing training in particular there is a need for a new concept that ensures a link between in-company and public continuing training. This concept should not, however, be confused with an increase in the private sector's influence on public continuing training, since the aim must be, with the public authorities taking responsibility, to gear in-company continuing training to the perspectives of a broad training offensive.

Experience shows that placing in-company continuing training within a framework of this kind works best if continuing training in companies is based on negotiations between unions and employers. Where this is the case, the unions and employers can provide together appropriate impulses for state education policy.



Manfred Vollmer

Despite the unsatisfactory level of the European Community's financial resources, a joint approach by employers and unions has resulted in a number of important and interesting pilot projects being launched. They include:

- the programme of study visits for vocational training experts, in which not only officials of the education authorities but also employers and trade unionists may participate;
- the Eurotechnet programme for the promotion of initial and continuing training in the new technologies;
- the Comett programme for the promotion of cooperation between univer-

sities and industry in the area of continuing training.

In all these pilot projects the Commission of the European Communities has taken the involvement of the social partners seriously and so given encouragement at European level for the involvement of the unions at national level, where this was not previously the case. This involvement of the unions in initial and continuing training policy is an important element of the social dimension of the internal market and of the upward harmonization of working and living conditions.

These efforts cannot, however, hide the fact that the economic gap between the regions of the European Community is also reflected in an education gap. Even a doubling of the Community's Social Fund in real terms would not be enough to give everyone everywhere in the Community equal access to education and initial and continuing training. This makes it all the more important for the national governments to accept their share of the responsibility. Instead of constantly reducing education budgets and allowing

themselves the luxury of unemployed teachers and trainers, they should be doing precisely the opposite. More teachers and trainers, newly and better trained teachers and trainers are at least as important as better technical equipment in schools and training centres.

The European Community's ambitious goal of achieving comparability of vocational training certificates must not be confined in this context to the attempt by experts to compare the content of voca-

tional training that leads to a qualification. In the longer term the goal of a European vocational training policy must be to create equally good conditions for obtaining a vocational training certificate in all the countries and regions of the European Community. The unions take their responsibility for enforcing the right to work and training seriously. As the European internal market is completed, we expect the employers, governments and European institutions to accept their share of the responsibility.



Paul Glaser

# Vocational training and the management of change

## Unice's view and contribution

**T**hirty years after signature of the Treaties of Rome, the European Community is facing a great challenge, one we have consciously and willingly chosen through deciding to create the internal market by the end of 1992. This single market of 320 million consumers, without internal barriers to the free movement of people, money, goods and services is potentially the biggest economic force of the world, greater than the United States of America or Japan.

Unice, the Union of Industrial and Employers' Confederations of Europe, official spokesman for European business and industry, strongly supports creation of the internal market because it is the best — if not the only — way to make Europe competitive with the outside world. Improving our competitiveness is the only way to restore the growth and dynamism needed by Europe's economy to tackle the social aspirations and problems of society, the most burning of which is unemployment. The answer cannot be 'throwing money at unemployment' but creating new and durable jobs. Unemployment, however, intolerable as it is, is not what must be cured since it is only the symptom of the underlying disease, which is lack of competitiveness and therefore lack of growth. It is this disease which has to be cured.

Admittedly, creation of the internal market alone cannot do the job of solving labour market problems. Competitiveness and resulting job-rich growth also depend on other conditions.

We need research and development and better infrastructures just as much as improved management of labour markets, less administrative and legal rigidities, reasonable labour costs, and more flexibility allowing us to adapt to a changing environment. We must realize that there is no alternative to such adaptation.

If appropriately managed, however, technological change offers a great

challenge. In particular, priority must be given not only to high specialization but, more importantly, to the transferability of vocational skills to allow for adaptation to a variety of jobs and constantly changing needs. Higher basic educational standards are a precondition for this.

Secondly, not only skills need to be different but also attitudes of job-holders




Paul Glaser

potential for creating new and competitive jobs. This potential needs to be activated and individuals, governments, State authorities and the social partners all have their own responsibilities in this. They must arouse awareness that the skills and qualifications needed to occupy these new jobs will have quite a different profile from that required in the past, for which reason education and training matter more than ever before.

Firstly, the new jobs will demand a better qualified labour force. Decisive action is required to ensure that workers will be in a position to respond to the new

and the patterns of a working life. Today's conditions demand that training and re-training continue throughout one's career. This need for continual adaptation presupposes continuous efforts by individuals themselves to improve their skills, and by companies and public authorities to cooperate in order to develop facilities and opportunities for continuing training and re-training. Tomorrow's generations will accept the challenge — if we take appropriate action now.

The question remains: how can the unemployed be helped to meet the re-



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quirements? Can they be re-trained accordingly? If still young enough, many can. However a high number of the older unemployed are inadequately educated, and have either low or obsolete skills. The harmful effects of long-term unemployment make these individuals increasingly less employable. We may have to accept that for certain categories of unemployed, even vocational training or re-training will not solve the problem and solutions will only be found outside traditional labour markets.

There seems to be a contradiction because at the same time certain sectors of industry have difficulties in finding the labour force corresponding to their needs — a phenomenon which in the medium term will be aggravated by the demographic trend. This mismatch reflects the characteristics and complexity of today's labour markets. Consequently, much needs to be done.

Employers and managers need to attach even greater importance to vocational training, regarding it as an investment in the future of their enterprise, just as important as research and development. Investment in training will pay dividends because human resources will increasingly determine the competitiveness of enterprises.

Job-seekers and job-holders must also make greater personal efforts to acquire and retain employable skills. In their own interest they should not rely solely on the initiative of others (the State or the employer) and should be willing to invest in their own future, also outside working hours, if necessary. The individual employee has to take a measure of responsibility for his or her personal and professional development.

Employers and their organizations must identify the qualifications needed, in terms of specific vocational skills and broader professional aptitudes — including qualitative medium- and long-term objectives where possible. They should translate these into practical measures and programmes for training

by the enterprise. Cooperation wherever possible with private and public educational and training systems and institutions is essential.

Creation of the internal market will add a new dimension to all this. The speed and scope of change, brought about by new technology, competition, economic, social or political factors and by the needs and desires of individual citizens will be accelerated by the creation of the internal market. The pace of change will thus reach a new intensity, affecting not only production processes and traditional patterns of work but accentuating the need to develop people with new, adaptable qualifications and international attitudes, able to meet the requirements of a single European market.

Unice recognizes its responsibilities in the field of education and training. Together with its members, the national employers and industrial organizations of Europe, Unice generally supports the European Commission and particularly Cedefop in their work to promote the importance of vocational training across the Community. In permanent, formal and informal contact with the relevant services, Unice advises the Commission on the common view of European employers on the different aspects of training and emits opinions on proposals for Community legislation. It plays a coordinating role between the representatives of its members who participate in the work of the special tripartite body created by the European Commission, the Advisory Committee on Vocational Training, as well as in the Management Board of Cedefop.

To fulfil these tasks better and in line with the importance it attaches to the subject, Unice has set up a high level group within its Social Affairs Committee, responsible for education and training questions, and chaired by the Director-General of the Danish Employers' Confederation, Mr Hans Skov Christensen. Moreover, special attention is paid to involving Unice's non-Community members in this work, to

guarantee greater coherence across the whole of Western Europe and to learn from experiences gained elsewhere.

A special feature in the different areas of Community policy is the institutionalized dialogue between the social partners, which takes place in different forums such as the Advisory Committee on Vocational Training or Cedefop. Here, as well as in the Standing Committee on Employment (where training questions also play a pertinent role), employer and trade union representatives exchange views and — wherever possible — try to develop common positions, to give the Commission and the governments clear indications of the actions they believe need to be taken.

Similarly, the subject of training and motivation has featured prominently in the Unice-ETUC Social Dialogue, instituted at Val Duchesse by Commission President Delors in January 1985. A Joint Opinion on the subject was issued in March 1986.

In this Opinion, both sides recognize training as an important element of motivation for workers and managerial staff, demanding personal commitment and the willingness to adapt. They commit themselves to give active support to the work carried out by the Commission and Cedefop on the development of training systems and their comparability and demand the introduction of a system for the mutual recognition of qualifications at European level.

It is encouraging to note the increasing convergence of views on the importance of education and training and the need for decisive action — not only among employers themselves but between employers, trade unions, governments and the EEC authorities.

Excellence in education and training is our best guarantee that Europe will occupy and retain its rightful place in the world. Cedefop, through its work in this field, makes a major contribution to the achievement of this objective.

# The social dialogue in the European Community

In early 1985 the President of the Commission of the European Communities, Jacques Delors, revived the social dialogue in the Community. In the Community's early years the attempt had already been made under President Hallstein to introduce consultations between the Commission, the Council of Ministers and the social partners as a permanent fixture. They were known as tripartite conferences, and although they were not very successful, this form of consultation persists in a number of joint committees, whose terms of reference are, however, limited. Foremost among them is the Standing Committee on Employment, which meets regularly twice a year, primarily to discuss aspects of unemployment and their implications. At a lower level mention should also be made of the committees for sea fishing, agricultural work and road and rail transport.

Now that the Community has decided to complete the common internal market by 1992, it was, of course, logical and necessary, given the plan for free competition among the economic forces in the Community without internal frontiers, that all the Community institutions should place greater emphasis on the social aspects in their deliberations. It is surely not desirable, nor would it be politically acceptable, that the expected fierce competition should lead to the weak falling by the wayside in large numbers. All past experience indicates that this would result in already disadvantaged regions becoming even weaker. There are already signs that, despite national and Community regional policies, the disparities between rich and poor

regions in the Community are waxing rather than waning.

The social partners at Community level are thus called upon to make their contribution. The new Article 118b of the EEC Treaty, for example, requires the Commission to develop the dialogue between the social partners at European level so that they may establish relations based on agreement. They might in particular come to arrangements similar to collective agreements. So far they have only adopted joint opinions, but these can be taken as a basis for the development of a European compendium of standards of conduct and rules for the settlement of disputes which the national social partners can use and observe in their negotiations. It can cover all areas for which national partners are responsible.

Who are the social partners? First, there is the employers' association, Unice, which also represents the industrial associations of Europe, including Scan-

dinavia, then the European Trade Union Confederation, ETUC, which similarly counts Scandinavian associations among its members, and finally the European Centre of Public Enterprises, CEEP.

All three have been active as pressure groups in Brussels for many years. Their representatives are involved in numerous bodies of the European institutions. They do not, however, have the authority to conclude anything like collective agreements. Nor does Article 118b of the EEC Treaty provide a legal basis for this. The national member associations of the ETUC and Unice would have to give them this authority, which is unlikely to happen in the near future since the social sector, embracing labour law, legislation on employee participation and, in particular, the relationship between the social partners, still differs quite considerably from one country to another.

Approximation is bound to be a slow process. When it is remembered that the Labour Relations Act in the Federal



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Republic of Germany, with its provision for employee participation in corporate decision-making, has developed gradually over the last 60 years, it will be realized that decisions by the Council of Ministers cannot create a comparable situation in the Community in the next few years. A much longer period must be allowed. But if this course is to be taken, and it must be, the social partners must make a start in Brussels now and prepare the ground with patience. Their member associations in the Community countries will steadfastly ensure that the situation develops in this direction. The goal of establishing a uniform set of fundamental social rights throughout the Community could also be achieved in this way. If Community legislation were to be created for this purpose, it should be remembered that Community law enacted by the European institutions is certainly not enforced uniformly throughout the Community. It experiences the same fate as national law, which is observed strictly in one country, perfunctorily in another. Much the same applies to the protection of legal rights that is created, enforced and guaranteed by national courts. For this reason alone Community legislation should be established only if the circumstances require centralized arrangements. This is

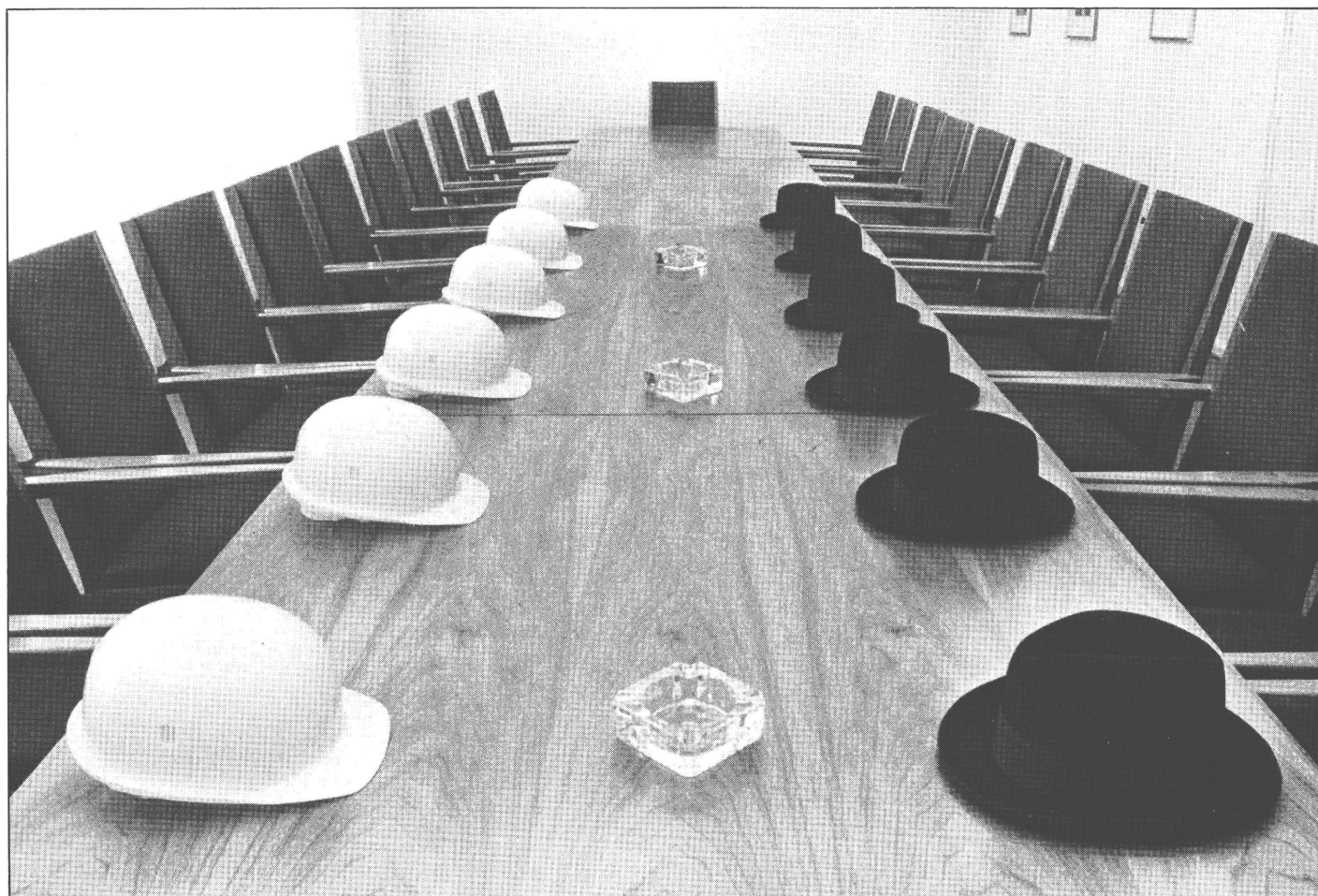
usually the case, for example, with competition, monetary matters, transport and telecommunications. Decentralized law, at regional and national level, should be the rule because better account is then taken of local needs and circumstances. The Community institutions should not in any case be used to make life easier for national governments in their own countries when purely national problems have to be solved.

Unice, the ETUC and CEEP have already adopted a number of joint positions. They concern economic policy in the Community, especially in conjunction with a growth policy designed to create jobs; the introduction of new technologies at the work-place and aspects of employee participation in corporate decision-making in this context; and initial and continuing vocational training. The social dialogue takes place in two working parties, the Macroeconomics Working Group and the Working Party on 'social dialogue and the new technologies', each chaired by the appropriate Member of the Commission.

The opinions emerging from this dialogue have no legal standing, but they

are politically significant statements which are not without impact on the Community's institutions, the national governments and especially the national social partners. The growing pressure of competition in the common internal market and other factors will ensure that the social partners most affected press for changes in their Member States. This approach is pragmatic and leaves it to those concerned to decide how best to put the principles and rules agreed in Brussels into effect in their own countries. A variable geometry, i.e. differences in the scale and speed of adjustment in the various countries, each starting from a different position, is tolerated because it alone will ensure gradual, but lasting, harmonization of the situation in the Community.

Another factor reveals the effectiveness of the social dialogue. National legislators and administrations, and supranational institutions in particular, are slow to react to essential changes, like those necessitated by dynamic competition. Through their members Unice, the ETUC and CEEP can bring influence directly to bear even at the level of the individual enterprise and inform employers and employees of, and argue for, matters of concern to the Community.



Sven Simon/Ullstein



Now that they are mentioned in the EEC Treaty, the social partners have achieved institutional significance. Like the Commission, the Economic and Social Committee has advocated that they be more closely involved in decisions taken in the Community on, say, the structural Funds. The Commission makes provision for the social partners to deliver opinions on major capital projects. In the definition of the Community's public interest, which is growing in importance, CEEP is able to play a major role because its members, who have long been active in the Community's public sector, have always been used to taking careful account of the interests of the central, regional and local authorities in their daily work.

There is no doubt that the social dialogue can be intensified. It would also be possible, for example, for the social partners to undertake a large proportion of their joint activities in the absence and without the involvement of Community institutions. Emancipation would perhaps be good for both sides and give the social partners greater autonomy.

The social partners might define and adopt social standards for the whole of the Community in such areas as:

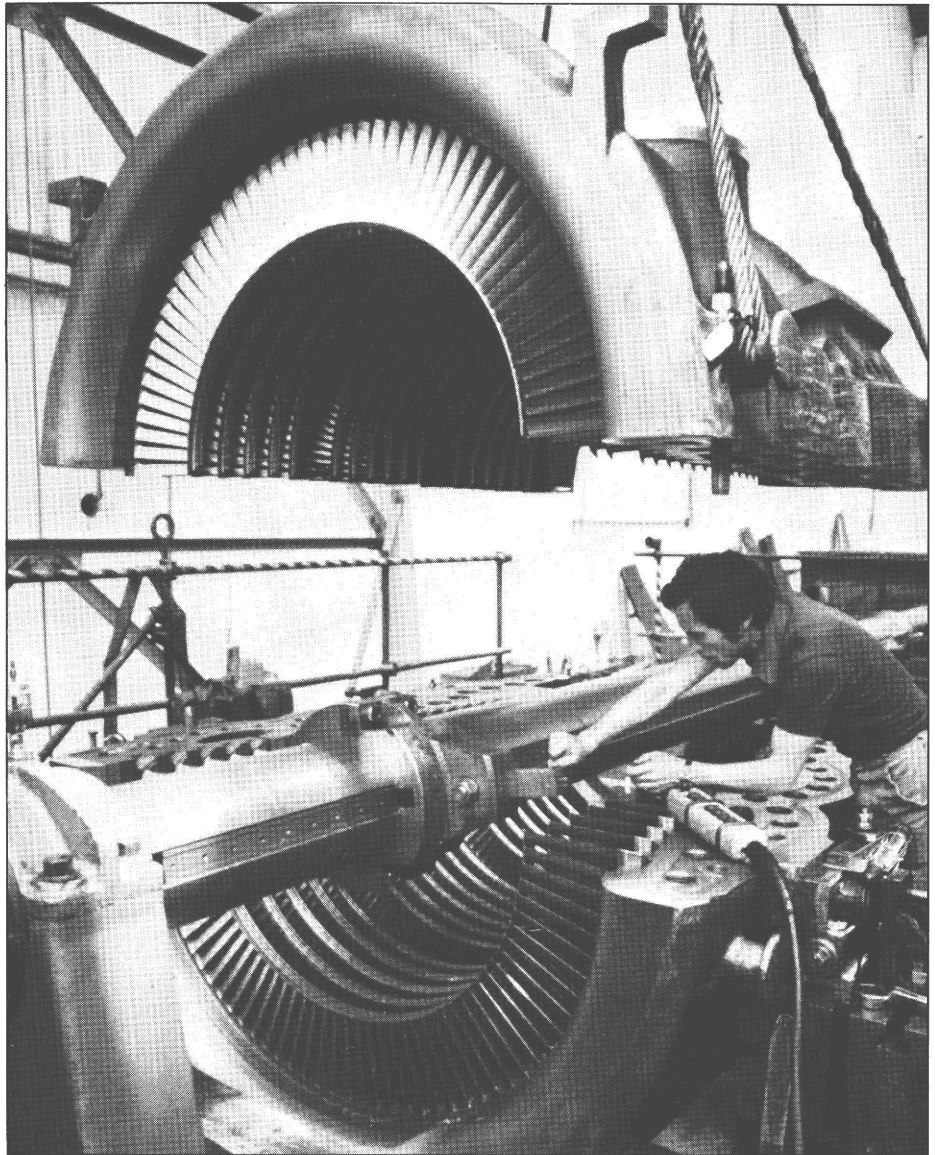
- initial and continuing training, especially in companies,
- the equal treatment of men and women at work,
- safety at work,
- the role of the trade unions and staff, representatives in companies, etc.,
- employee participation in companies.

In the long term ideas and proposals on equality of opportunity in the competition among undertakings might also be developed, examples here being:

- the same welfare contributions by all undertakings,
- a reduction in the wide variation of energy costs paid by undertakings.

Each social partner should put forward such proposals so that a list of priorities might be compiled and then considered in working groups. Besides the Commission's services, Cedefop and the European Foundation for the Improvement of Living and Working Conditions should make contributions.

The discussion of such subjects requires a working atmosphere of mutual trust, which has long existed and proved its worth in Brussels. One reason for this is



that discussions are frank, no Minutes are taken and no statements are made to the press. It has also been pointed out that the social partners in some Member States have yet to reach the high levels of mutual understanding which the European social partners have attained.

The social dialogue is conducted by representatives of the employers' associations affiliated to Unice and of the ETUC and senior staff members of public enterprises (CEEP). Account is taken of the associations' and of national interests. Company experts can assess the impact proposed measures have in companies and at the work-place.

There are no formal voting principles. There is a frank dialogue, in which the participants can undertake to act at Community and/or national level. This

pragmatic method of finding a consensus should be properly tested. It may be that not only a coordinated social policy can be developed in the long run without government representatives being involved, as is usual in the Council of Ministers, but also, in the short term, a European industrial policy that has the approval of the workers. Those who do not want to rely on the Council taking majority decisions in their favour should actively support the social dialogue and try it out in many areas, except where a centralized legal arrangement is needed at Community level.

The social dialogue does not yet have a past. It is still evolving and has a future because, through it, the European Community can become more deeply rooted in the business community and the labour force.

# The role of the social partners in vocational training in Belgium

In the study of the role played by employers and unions we define vocational training as: (1) courses aimed at young people who have completed full-time compulsory education (to the age of 16); and (2) courses geared to a specific occupation, function or job. We consider the various forms of part-time learning and working, initiatives within the education system, continuing training for those in small and medium businesses, and the training programmes of the National Manpower Service (Rijksdienst voor Arbeidsvoorziening, RVA). There are many other forms of vocational training than these, of course, but they fall outside the domain in which employers and unions play a part, and consequently also outside the scope of this study.

*Belgian vocational education is complicated by interactions between three not entirely consistent parameters, namely the structure of the state, the diversity of agencies providing training and the industrial relations system.*

The *structure of the state* is one of the fundamental causes of the complexity of vocational education: since 1980 national institutions have been joined by community and regional institutions in the operation of vocational training and in consultations on the subject with the two sides of industry.

Belgium is made up of three linguistic communities (for Dutch-, French- and German-speakers) and three regions



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(Flanders, Wallonia and Brussels) with corresponding political organs:

- Community Councils, which have powers in relation to cultural and human affairs (including education);
- Regional Councils, which have powers in territorial matters.

implementation, monitoring), as may the level at which they play their part (national, sectoral, local). Other variations reflect the nature of the target group (manual workers, office workers, managers) and its size (from all workers to a specific category in a specific firm).



Weiths/DPA

In addition there are bodies whose function is to implement economic planning and decentralization. These include, notably, the Regional Economic Councils, which have a role in consultations between the two sides of industry and in cultural and educational matters (including vocational training).

The diversity of vocational training is also a function of the *type and number of agencies involved* (the state, the National Manpower Service, joint funds, etc.). Depending on the providing agency the functional role of employers and unions may vary widely (planning, resourcing,

Vocational training in Belgium is further complicated by the nature of the country's *industrial relations system*, made up as it is of a wide range of representative interest groups:

- (1) ideological diversity is reflected in the existence of Catholic, socialist and conservative trade unions, while as well as the non-denominational Federation of Belgian Industry (Verbond van Belgische Ondernemingen, VBO) there is the Catholic Federation of Christian Employers (Verbond van Christelijke Werkgevers, VCW);
- (2) alongside the national VBO there are community-level employers' organiza-

tions, the Flemish Economic Federation (Vlaams Economisch Verbond, VEV) and the Walloon Business Union (Union Wallonne des Entreprises, UWE); (3) separate arrangements exist in the banking, construction, metal, etc., sectors; (4) separate arrangements exist for dif-

ferent groups of workers (manual, office, management); (5) small and medium enterprises have their own organizations: The various *forms of vocational training* in which employers' and trade union organizations play a part are shown in the following summary.

<b>Part-time training and working operated by the education system and recognized training centres</b>	<ol style="list-style-type: none"> <li>1. Small and medium enterprises training contract</li> <li>2. Part-time training centres</li> <li>3. Alternance training</li> <li>4. Industrial apprenticeships</li> <li>5. School-age youngsters project</li> </ol>
<b>Education system initiatives</b>	<ol style="list-style-type: none"> <li>1. Seventh specialization years</li> <li>2. Higher education outside the universities</li> <li>3. Adult education and training</li> </ol>
<b>Small and medium business training</b>	<ol style="list-style-type: none"> <li>1. Small and medium enterprises training contract</li> <li>2. Entrepreneur training</li> <li>3. Advanced training</li> </ol>
<b>National manpower service (RVA)</b>	<ol style="list-style-type: none"> <li>1. RVA centres</li> <li>2. Employer and college-based courses</li> <li>3. National Centre for Teacher Training and Research</li> <li>4. Recognized centres</li> </ol>
<b>Sectoral initiatives (examples)</b>	<ol style="list-style-type: none"> <li>1. Banking</li> <li>2. Construction</li> <li>3. Metal-processing</li> </ol>

In the case of the various forms of *part-time working and training* the involvement of the state and the education system is much greater than that of employers' and union organizations. The state and the education system have the greatest functional role in terms of both diversity (planning, funding, implementation, monitoring) and extent; the employers' function is mainly in the areas of funding and implementation, while the unions tend to play a monitoring role.

The state funds in full the three types of *education system initiatives* shown in the summary. The education system itself is fully responsible for course planning, implementation and inspection, and the formally defined role of employers and unions is limited to one of advising the government and the education system in the appropriate high-level forums.

In the case of *small and medium business training* only the employers have a direct

involvement, and in fact they are indirectly responsible for organization and the provision of advice on planning and programming. The state provides grant aid and administrative services and as the funding agency has the greatest say in the programmes.

The *National Manpower Service (RVA)* — the other main provider of vocational training in Belgium, alongside the education system and the small and medium business sector — is a public body which comes under the Ministry of Labour. The fact that its policy structures include virtually equal representation of the two sides of industry means that employers and unions have, if not full control, at least great influence over RVA vocational training. Financial control, short and long-term planning, course organization, coordination and research into the job prospects of part-time trainees are all RVA responsibilities. Unions and employers have confidence in the institu-

tion; they themselves determine to a very large extent what happens. The RVA is a prototype for cooperation in the vocational-training field between employers and unions, and over the last 10 years its role in this area has come to be vital to Belgian industry.

*In broad terms the unions' involvement in vocational training, other than in respect of their own needs as institutions, is limited to research, opinion-forming, negotiation, monitoring and supervision, with actual implementation remaining in the hands of employers and their organizations or joint bodies.* It is the most active employers' organizations and unions that leave the clearest mark on policy and in high-level consultations with monitoring or advisory bodies concerned with vocational training.

Thus far we have considered the role of employers' organizations and unions in the different forms of vocational training; which correspond broadly with the different providing agencies; we now turn to *typical sectoral differences in industry's involvement*, using three sectors — the banking, construction and metal industries — as examples.

*In the private banking sector (excluding the savings banks) the role of the employers' and union sides is separate rather than joint.* The management of the major banks is largely autonomous as regards internal training, with the unions playing only a limited role. At sector level there is the Joint Fund for Union and Professional Training in the Banking Industry (Paritair Fonds voor Syndicale en Professionele Vorming voor het Bankwezen): the employees' associations may make free use of half of the fund's financial resources for union training, while the other half, intended for professional training, is jointly managed.

*Training in the building industry* — at least on the structural (as distinct from finishing) side — *is dominated by joint initiatives.* The Joint Training Fund for the Construction Industry (Paritair Fonds voor Vakopleiding in de Bouw) monitors, supports and guides virtually all training activities, both initial and continuing. *The Fund's endeavours tend very much to benefit the education system and only to a far lesser extent construction firms themselves:* for example, it is helping to extend secondary education and training in building, but construction firms have little confidence in the products of such training and prefer to take on people with experience. Small employers involved in private housing construction are often unaware of the facilities available



Dick/DPA

through the Fund, the National Manpower Service and small and medium business training.

This gap between the employers' organizations and unions (working together in the Joint Training Fund) on the one hand and small building firms on the other is explained by three factors:

- individual firms, for the most part of small or medium size, are very much autonomous entities, with their own unwritten laws and rules and without any carefully elaborated policy on selection, qualifications or continuing training;
- competition between firms stands in the way of their cooperating on vocational training;
- the differences (and sometimes disputes) which arise in employer/union dialogue between the sector's structural and finishing sides prevents the development of forms of training — such as industrial apprenticeship — which depend on that dialogue.

*The metal industry employers' organization (Fabrimetal) and trade unions collaborate through joint funds — the Metal-Processing Industry Training Institute (Instituut voor Naschoolse Opleiding van de metaalverwerkende Nijverheid, INOM), the Advanced Training Centre for Welders (Vervolmakingscentrum voor Lassers, VCL), the Training and Employment Centre for Young Workers (Centre de Perfectionnement et de l'Emploi pour jeunes travailleurs, CPE), post-school training for clerical and management staff — in meeting their sector's training needs; indeed, the industry is a pioneer and trendsetter in sector-level training.*

A number of trends are currently making themselves felt in the involvement of unions and employers, jointly or

separately, in vocational training in Belgium.

*The role played by employers' organizations and trade unions in vocational training, both formally and informally, is increasing.* Where a new training need arises the two sides both involve themselves directly and participate with the government in planning, implementation, monitoring and, sometimes, funding. An example is that of the various experiments in part-time training and working, in which industry has played a major role, even competing with the state.

*Consultations between employers' organizations and unions cover issues of vocational training,* as witness the discussions that led to the legislation on paid educational leave and those concerned with industrial training contracts. However, the tradition of collective bargaining rather than cooperation sometimes stands in the way of collaboration on training initiatives.

*Decentralization to the three language communities of vocational training responsibilities,* and hence also of the involvement of the two sides of industry, is associated with *far-reaching differentiation* which should improve the operation of the consultative bodies but could also complicate higher-level coordination. An example is provided by the competition between the national-level Federation of Belgian Industry (VBO) and the community-level Flemish Economic Federation (VEV) with regard to their influence and function within the community organization of the National Manpower Service. Eventually this differentiation must imply the communities' growing apart in the field of vocational training. Already Flanders and Wallonia have responded differently to the raising of the

school-leaving age, each with its own projects, regulations, collective agreements, etc. Where training initiatives are determined, wholly or in part, by consultations between employers and unions, there is a strong likelihood of differentiation by sector, sub-region or a combination of the two; the alternance training projects are limited to two provinces, for example, while the industrial training contract has so far been adopted in only five sectors.

This differentiation in vocational training gives rise to a *need for a coordinating agency.* The education system is making efforts — e.g. through the projects for school-age youngsters — to take on this role. A formal joint structure, involving the state as well as the employers' organizations and unions, could also act as coordinator.

Looking to the *future,* we can expect the various parties involved in vocational training to learn from the experience of recent years that cooperation is more fruitful when it is based on properly established joint institutions, with clear 'rules of play', rather than on *ad hoc* collaborative arrangements. Developing a sound training system which takes into account the interests of both employers and employees demands more than just agreement on objectives, target groups, the status of trainees, finance and the like: implementing and administering vocational training also requires infrastructure and know-how, including expert staff able to distance themselves as necessary from any frictions or differences between the parties concerned.

In addition it is easier to achieve long-term continuity if plans are first developed quietly and by experts, and then tested in dialogue between employers and unions (as happens in the National Manpower Service or the Metal-Processing Industry Training Institute) than if too much depends on repeated consultations in which the various parties are unwilling to reveal their positions.

Having analysed the various cooperative arrangements which exist between the trade unions and the employers' organizations in the area of vocational training and having compared successful and less successful initiatives, *we urge on the one hand the continued involvement of both sides in vocational training in the interests of both employers and employees and, on the other, some measure of institutionalization of this involvement with a view to securing the continuity and quality of vocational training.*

# 'Trade self-management' — key importance of the social partners for vocational training in Denmark

## Tradition of 'trade self-management'

In Denmark there is a long, firmly established tradition of the social partners — the labour market organizations — playing a key role in both the planning, formulation and execution of both youth and adult vocational training. This is called 'trade self-management' and is widely regarded as a desirable and democratic tradition.

Within youth vocational training, the tradition is 50 years old and the formal start of cooperation with equal representation of employers and employed can be dated with the passing of 'laerlingeloven' (the law concerning apprentices) in 1937. Within adult vocational training — labour market training schemes (arbejdsmarkedsuddannelserne [AMU-system]) — the key importance of the social partners has existed for about a quarter of a century and can be dated from the passing of the law concerning semi-skilled worker training (Loven om specialarbejderuddannelse) in 1960.

### Three main types of social solutions to the qualification problem

What have been the decisive factors resulting in the social partners, the organizations, bearing so much of the responsibility for those training schemes

in Denmark which confer a vocational qualification?

A theoretical analysis seems to show three main types of social solutions to the problem of supplying trade and industry with a suitably qualified work-force.

*The first main type* is to the effect that the problem of qualification can on the whole be solved by business and industry itself, through the firms' ability to organize apprentice or similar training for the new intake to their work-force — and also being able to handle the necessary continuing training of their employed labour.

*The second main type* is to the effect that the firms are unable individually to handle the tasks of general training and skills training, but recognize that the problem must be solved jointly. This can take place through organization on an industry or trade basis and through finding economic and practical models to determine an industry's collective total requirement for new recruitment of skilled labour, and through continuing training likewise consisting of problems which can be solved on a joint basis. A solution of this kind *can* conceivably be established by the employers' organizations alone; but it presupposes a very high percentage of organization among employers, and that the employers' organization has wide powers enabling it to redistribute financial and practical burdens of training between its members.

What is more likely is that an organization-borne solution can be built up in cooperation with the trade union on the other side, and that this solution will at least be sanctioned by the Government. This has been the characteristic feature of the Danish model — in which the

Government has in the course of time changed from merely sanctioning the solution to actively supporting it, including much financial aid.

*The third main type* is to the effect that vocational qualification is mainly a public or national concern, where the vocational training schemes take place as school training in the great majority of cases. In this model, aims of youth vocational training other than conferring the actual job-relevant skills have a greater chance of success. The possibility of furthering actual training objectives has in a number of countries been the justification — particularly on the side of the trade unions — for preferring public responsibility for youth vocational training to forms of alternance training in which the firms themselves had to bear much of the responsibility for this latter training.

### Background to the social-partner cooperation model in Denmark

As already indicated, developments have placed Denmark within the second main type of solution models for the problem of vocational training. An attempt is made to set out below the reasons why it has not been one of the other two main types.

The purely firm-based type of solution has already suffered adverse conditions owing to the overwhelming predominance of small and medium-sized firms in Denmark. Very few firms have been big enough — also historically — to conduct their own systematic vocational training.

Owing to the large numbers of small and craft-type enterprises, quite a large



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number of apprentices have been trained. However, the growth of industrialization in the early 1900s resulted in the skills of trained workers no longer matching very well the skilled-labour requirements of the larger and more industrial-type firms which, owing to the nature of their production process, certainly had a use for fully trained skilled workers, but found it difficult to train apprentices themselves.

Within engineering and other metal-using industries, this led to the setting-up of the 'Apprentices Committee of Engineering and other Metal-working Industry' in 1929, with equal representation of employers and employees.

Its task would be to ensure the *quality* of apprentice training within the metal-using trades, through the formulation of rules for the in-firm part of apprentice training, rules for guidance and training of apprentices and requirements as to the machinery equipment of workshops and the nature of the production process.

By this means it was ensured that those employers who were 'consumers' of trained workers had some check upon the relevance of skilled workers' qualifica-

tions. And since the interests of this category of employers correspond to the employment opportunity for adult skilled workers, the engineering and metal-workers' union was also interested in this kind of regulation. The regulation would mean, of course, that the qualifications of the future engineering and metal-workers were aimed at the skill requirements of the large and growing work-places and, in general, would ensure that the apprentices were trained and not merely used as cheap labour. Training in out-of-date or shrinking trades could also be regarded as exploitation or 'wrong training', of course.

This model of alliance between the more advanced groups among the employers and the trade union came to be the model for development also outside engineering and the metal-working industry.

### Obstacles to a solution via legislation

The problem of ensuring good quality apprentice training was common to the whole labour movement. Since World War I the Social Democratic Party had

constantly been tabling parliamentary bills for draft laws aimed at supervision of the in-firm part of apprentice training. It encountered fierce resistance from both the non-socialist parties and employers and their organizations.

However, the Social Democratic Party in Denmark did not obtain — and also began to realize that it possibly never would obtain — an absolute majority in parliament; consequently, models had to be sought for solving the problems of apprentice training other than by forcing through a solution via legislation.

This explains why the 'third solution' — public or governmental handling of vocational training — was not considered.

Implementing actual public regulation proved to be impracticable through parliament, and a solution was therefore considered which was based upon the model for cooperation between the social partners established within the engineering and metal-working sector in 1929. It formed the model for the 1937 law concerning apprentices, which made it possible generally to introduce rules in all trades for in-firm training — with a two-



Michael Kinn

thirds majority in the equal-representation committees, which means that representatives from both sides of industry must agree to a proposal before it can be adopted. Thus, the law did not regulate conditions directly; it delegated powers to cooperation between the social partners — to 'trade self-management', in forms which are reminiscent of the conditions for general agreements and mutual recognition of the organizations' right to negotiate, which in Denmark dates from 1899. Although the 1937 law was controversial when it was passed in parliament, within a few years the *main rule* came to be that the question of vocational training should first be settled between the social partners, and what they reached agreement upon should become law. Direct intervention from government and parliament became the exception and came under consideration primarily for controversial questions of a higher order, or in new areas of vocational training. Here also, however, the Danish tradition of minority governments has necessitated parliamentary compromise, which has tended very much towards what the social partners' standpoints have been.

The 1960 law concerning semi-skilled workers (Specialarbejderloven), which introduced vocational training for workers not fully trade-trained, was thus also built up on the principle of 'trade self-management', with the social partners on the two sides as both initiators and administrators of the system.

### **Dynamism in the social partners' common interests within vocational training**

The main background to this model of compromise and negotiation for management is a vocational training policy which ensures qualifications widely usable on the labour market and high labour mobility.

A compromise of this type lay behind the original controversial 1937 law concerning apprentices, which established the framework for 'trade self-management'.

As a result of it, alternance training — apprentice training — entered a phase of development which catered equally for the two social partners. Owing to the regulation of in-firm training, a balance was established between the interests of small, medium-sized and large enterprises, and the interests of the trade-union movement. Later on, the consequence was that the partners were jointly

involved in and acquired decisive influence also upon the ever-growing academic part of the training, which since 1975 has been financed completely from public taxation.

Development of the traditions of 'trade self-management' must be regarded as an essential part of the consensus which exists today as to the importance of giving priority to vocational training and of striving for access to vocational training for as many young persons as possible. In more recent years, a feature of this has been the strong expansion of initial vocational training, which must be regarded as an essential part of the background to the increase, from about 23% in 1975 to about 40% in 1984, in the proportion of youths starting an actual alternance training course.

The acceptance of use of the necessary tax funds for this purpose is undoubtedly also assisted by the important role of 'trade self-management' in all phases of vocational training policy, resulting in large groups from the employers' side and from the trade-union side actively participating together in vocational training.

In addition, however, the same groups' active involvement in vocational training policy is significant in another way. For the Danish trade-union movement, it has resulted in training being conceived as a crucial factor in safeguarding employment, qualitatively and quantitatively.

### **Mediation between labour-market system, training system and trade-union system**

Within apprentice training, the *contractual obligation* plays a key role for mediation between individual labour markets in production and training. When a trade union has an agreement within a particular skilled labour market, what is also involved is that young persons under 18 years of age can be engaged by a firm only as a part of the training for a trade within the trade union concerned.

Owing to the contractual obligation, it has been possible to preserve *occupational breadth* and to ensure *sound in-firm training*, thereby also enabling *mobility* of the trained workers within an industry to be achieved. These are what the labour market needed, but they would not necessarily have been secured if equal-representation regulation of apprentice training had not existed. Through this, the problem of 'wrong' training schemes, preventing the trained

worker from finding a use on the labour market for the skills acquired, has been limited. The system can therefore refuse to set up trade training schemes where the potential field of employment is narrow and demands little qualification.

The question of contractual obligation is connected with collective agreement cover — which explains why *dynamic, organized competition* exists between various parts of 'trade self-management' in meeting new qualification requirements. But it would be wrong to regard this alone as an expression of competition between the unions, as problems of demarcation.

In most cases it will be clear which body with equal representation is responsible for formulating responses of training policy to new skill requirements in an industry.

### **Overall guidelines for cooperation on vocational training**

The keen interest shown in solving this problem must be regarded as part of a general strategy in the Danish trade-union movement: the objectives of higher productivity, product modernization, innovation, etc., are agreed to because they are the means of promoting employment. Only when it comes to the question of economic distribution are the employers regarded as an adversary. Consequently, vocational training policy is clearly conceived as a cooperative project between social partners — for which support from the Government is generally sought. It is also the underlying reason why more controversial economic policy questions are dealt with *not* by 'trade self-management' in the proper sense of the term, but by the main organizations and parliament, for questions of policy.

As another result of this segregation of controversial questions of economic policy, the system of 'trade self-management' has a *high capability to settle disputes* concerning actual problems relating to apprentices and vocational training. Thus, in 1977 the social partners backed the establishment of the AER-fund, which collects money from *all* employers to reimburse training firms for their expenditure on wages for apprentices and for students attending vocational school. A particularly exciting example of the ability of 'trade self-management' to find solutions to the particular industry's training requirements is 'Elevbyg', where the Joint Committee for

the Bricklaying Trade (Murerfagets Faellesudvalg) has the role of collective master craftsman and provides all-round training on the work sites of the brick-laying trade.

Similarly, the combination of *consideration of the increase in productivity*, etc., from a well-trained work-force, and *consideration of ensuring* the maintenance or achievement of *employment* through open access to a labour-market training scheme forms the point at which the social partners' interests can be combined around semi-skilled worker training and continued training in AMU-policy. Disagreement can exist on the weighting as between the two considerations; but the fundamental feature of the compromise — that *both* considerations must be included — must be respected by both social partners. This fundamental unity must also be regarded as an essential background to the level of 7 to 9% participation in AMU-courses, which is achieved annually by the target group.

With her numerous small and medium-sized enterprises, Denmark is highly dependent upon flexibility, adaptability and mobility within the labour force. In the two evaluations that are in progress, of semi-skilled worker training and continued training, respectively, it has been shown that the AMU-system assists

mobility. Actual proof is not possible; but alternance training schemes in general — concentrated in the small firms as places of training — presumably also help to increase ability and desire for mobility, characteristic of the Danish labour market. Without the assurance of nation-wide authority for apprentice training schemes (including initial training ['EFG']), and for AMU-training schemes, with reasonably open access to these for a sufficiently large portion of the labour force, serious problems with bottlenecks could arise. This would be considered very problematical by both trade unions and employers.

'Trade self-management' therefore insists upon the necessity of general authority, nation-wide, for vocational training and is very sceptical about ideas of 'decentralization' or, more correctly, regionalization. Vocational training of sufficiently good quality is so expensive that it requires large-scale aid from public funds. If this aid is to be channelled outside the labour-market organizations, then this will mean in practice more directly from the central government — or regional public authorities — to the firms. This in turn means that the qualifications will be far more diverse and possibly firm-specific — and mobility and the existence of organized individual

labour markets will in any case be threatened.

### **'Trade self-management' mediating between training, industry and technology policies**

With the Danish labour market and occupational structure as they appear to be, the basic principles of 'trade self-management' are far better, therefore, for determining and meeting future qualification requirements. The key role played by the social partners in vocational and labour-market training in Denmark implies the *adoption of a viewpoint by the organizations* and their *active intervention* in relation to the trend of the market. Because of this, vocational training policy is being related to both youth-training policy and industry and technology policy. The principle of alternance training is crucial for this linking process and is warmly supported both by the social partners and by the Ministry of Education. It is *within* this overall framework that the controversy over youth and adult vocational training takes place — a point which should be remembered by foreign observers of the sometimes far-reaching and heated Danish debate on vocational training.



# The role of the social partners in vocational training and further training in the Federal Republic of Germany

Industrial training in the Federal Republic of Germany is regarded as a subject of public interest and as a societal resource whose provision should not be left to the economic interests of individual firms. This is not to say that industrial training is seen as a responsibility of the state. Rather, it has emerged as a highly institutionalized public policy system whose administration is shared between the government and the sellers and buyers of occupational qualifications as represented by their associations. Participation in public policy-making in the area of industrial training occurs in a great variety of ways which may be classified into four major categories:

**Participation of associations as lobbies and interest representatives according to the classic model of pluralist interest politics.** The associations of employers and employees participate in public debates on issues of industrial training, attempt to mobilize public opinion, and exert influence on legislative processes relevant to industrial training. Pluralist interest representation is particularly important in situations where governments or parties undertake to pass

legislation on the basic structure of the industrial training system. Examples are the Vocational Training Act or the debate on the financial reform of vocational training in the early 1970s.

**Participation of associations as suppliers in the market for training services.** Trade unions and employers' associations in the Federal Republic operate as suppliers of training services on an impressive scale, in the area of both vocational training and further training. They thereby substitute for direct commitment of the state, for example, in the form of occupational schools. In many cases, the state provides them with funding and support. Their activity as suppliers of training services, with often large investments and high operating costs, implies for the associations of both sides that their interest in the expansion of industrial training and its subsidization by the state takes on an additional and indeed very concrete meaning.

**Participation of associations in the formulation and aggregation of interests relevant to industrial training policy,** both within and between the respective associational systems. Since peak associations of employers and trade unions at the national level are consulted by the responsible state agencies on initiatives of individual economic sectors, they have an opportunity to urge their affiliated associations to coordinate the interests of different economic sectors and observe a certain degree of uniformity. This contributes to maintaining the administrability of and the chances for

horizontal mobility in the industrial training system. Moreover, it frees the state from having to negotiate a compromise between different proposals from the same camp or even to decide in favour of one side, both of which may be politically risky.

**Participation of associations in the exercise of public authority** by their incorporation into authoritative decision-making processes and the devolution of regulatory responsibilities. This category contains very diverse and, at the same time, characteristic forms of associational participation. First, it includes the legally based representation of trade unions and employers' associations in various state and para-state organizations, such as the Bundesinstitut für Berufsbildung (BIBB, Federal Institute for Vocational Training) and the Bundesanstalt für Arbeit (Federal Labour Office). Second, it includes the participation of trade unions in the vocational training committees of chambers and guilds which are constituted as bodies under public law and which outside the area of vocational training are exclusively or largely interest organizations of firms. The incorporation of the social partners into such organs performs the important function for public policy of making it impossible for the social partners to avoid addressing problematic issues and declaring their position. (Note, for example, the requirement for trade unions and employers to comment on the Federal Government's annual Vocational Training Report, which is a result of their membership on the Central Board of the BIBB). Most importantly, associations at different levels and in various functional areas are charged with direct responsibility for the organization of industrial training.

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**The incorporation of associations into public training policy and into the public responsibility of controlling the industrial training system fulfils a variety of functions both for the state and for the associations.**

In particular, those forms of participation that go beyond mere interest representation provide associations with considerable opportunities for securing, expanding, and developing their organizations. Generally, with a growing number of activities the ability of an organization to offer useful services to its members increases; losses in one area can be compensated by gains in others; and bargaining issues can be creatively and synergetically combined. Moreover, the immediately affected groups, by assuming public responsibilities through self-governance, have an opportunity to protect themselves from the typical negative side-effects of direct state regulation which result from the latter's inevitable lack of practical expertise and bureaucratic formalism. The interest in self-governance is more pronounced among employers' associations since trade unions as the frequently weaker partners at least in principle view the state as a potential ally. Nevertheless,

even trade unions — particularly at the sectoral level — often prefer negotiating industrial training policies bilaterally with employers' associations over having them dictated by the state.

The devolution of public regulatory authority to the interest organizations of directly involved parties also has benefits for the state. In particular, the state is relieved from the difficult tasks of assessing future needs, finding compromises and mobilizing consensus. Unloading the state through associations facilitates access to the crucial expertise of the affected parties and may improve the quality of authoritative decisions. Of course it must be insured that self-governing groups do not use their quasi-public powers to the detriment of other, not directly involved groups. This requires an adequate legal and institutional framework, the definition and maintenance of which becomes the main task for state intervention in self-governing public policy areas.

**The social partners participate in industrial training not only in the framework of institutions that specialize in this subject.** They make and influence

political decisions on industrial training also as participants in other institutional systems, particularly in collective bargaining, in co-determination at workplace level and in the labour administration. Trade unions pursue their interests in the area of industrial training not only through their membership in the Federal Institute for Vocational Training or in the responsible chamber committees, but also in their role as a party to collective bargaining, through their links to works councils and their presence in the bodies of the Federal Labour Office. Much the same applies to the employers. The advantage of trade unions and employers' associations being simultaneously present in all four related systems consists in the fact that it enables them to recognize interdependencies at an early stage and to use them for strategic purposes. This makes it at least in principle possible to coordinate different areas of regulation within the associations of the social partners in an uncomplicated and informal fashion. For example, further training may be controlled through rationalization protection agreements or, conversely, rationalization may be made possible through further training regulations; collective agreements may be adapted to new occupational profiles; institutions offering further training programmes



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may be informed of new work-place requirements and requests be submitted to the Federal Labour Office to arrange financing; an existing system of social funds may be used to institute a levy scheme for the funding of industrial training, etc.

*Conflicts over goals and inconsistencies between the different policy arenas affecting industrial training* cannot be entirely eliminated, and unanticipated external effects cannot always be avoided. This is not just because the numerous effects of collective bargaining and labour market policy on industrial training cannot be anticipated, or because individual policy areas develop a dynamic of their own that is not easily subordinated. Particularly in the area of industrial training in the narrow sense there is reason to speak of a 'policy community' in the Federal Republic which includes training experts and instructors, specialists in the associations, the responsible bureaucrats in the ministries and others.

The extent of the social partners' participation in industrial training *puts great demands on their organizational resources*. This high degree of involvement would no doubt be impossible in the absence of trade unions and employers' associations that are centralized, have a factual monopoly of representation and are financially strong. The resources that associations invest in industrial training range from the often elaborate industrial training departments to tens of thousands of voluntary representatives in the examination or vocational training committees of chambers and guilds. The commitments of associations are to some extent supplemented by the state, such as through the expert staff of the Federal Institute for Vocational Training and numerous university institutes, which in principle are at the disposal of the organizations of the social partners as additional resources; by legislation making membership in chambers compulsory which allows them to maintain a full-time staff for the implementation of industrial training; or by subsidies to associations for establishing external training centres. However, it is characteristic of the German system that at least the large associations on both sides have sufficient expertise and financial strength to come to mutual agreements if necessary without the support of the state. This organizational capacity is what creates and guarantees the autonomy of the social partners. It originates not in the area of industrial training but rather in the sphere of industrial relations which is organized on

the principle of collective bargaining autonomy. The viability of this system, in turn, largely depends on legal provisions and state facilitation. The cooperation of the social partners in the provision of occupational qualifications raises and stabilizes the level of consensus also in the area of industrial relations and thus contributes to maintaining the institutional configuration and organizational infrastructure on which cooperation largely depends.

*The concrete forms of participation by the social partners* in industrial training differ considerably between vocational training and further training, between the various levels and functions of regulation, as well as between economic sectors.

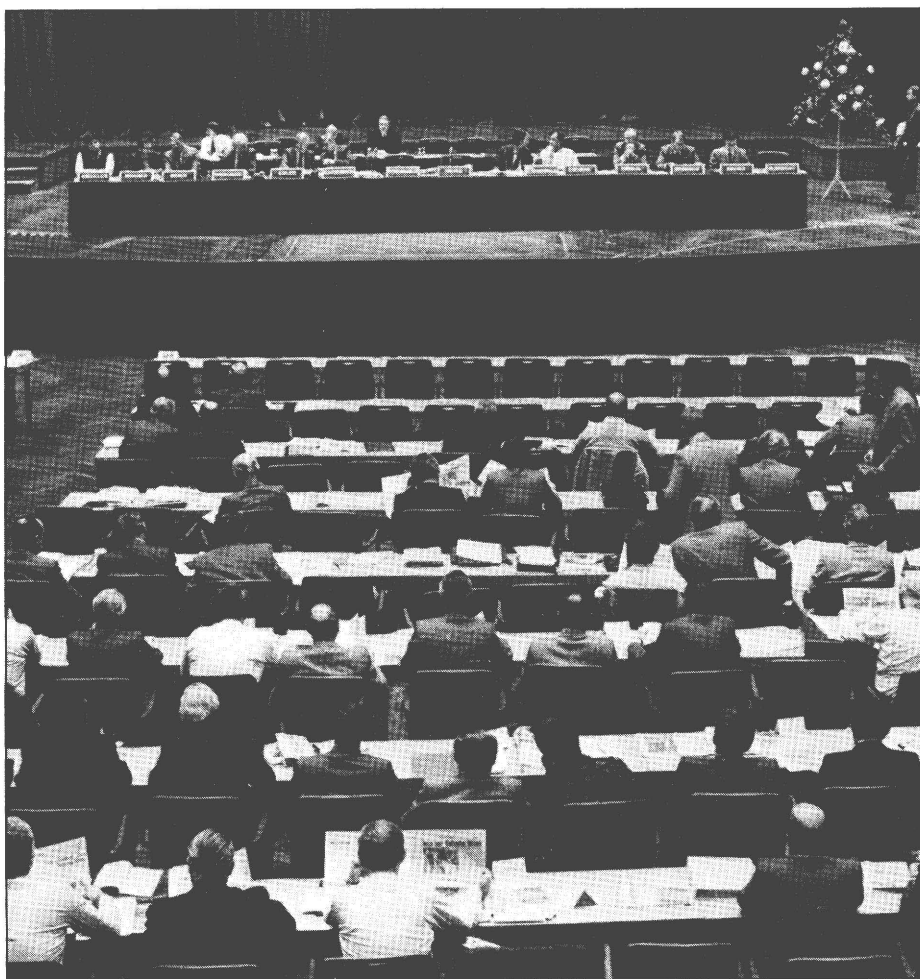
- *Associations play a more minor role in further training than in initial vocational training*, and this is criticized particularly by trade unions.
- *The extent of associational participation in the regulation of industrial training also differs by levels of regulation.*
- *In the industrial training system of the Federal Republic, the social partners participate in all essential regulatory*

*functions* — determination of training and examination regulations, mobilization of financial resources, implementation and administration as well as supervision and control.

● *Finally, the participation of associations differs by economic sector*, where the power of the union organization is no doubt a significant factor.

The current state of cooperative participation by trade unions and employers' associations in the regulation of industrial training in the Federal Republic is not being challenged despite the fact that socio-political conditions have become more conflictual in this country. On the other hand, since government policy today is significantly less interested than in the past in tripartite regulation of labour markets and labour relations, an expansion of the institutionalized role of the social partners in the industrial training system is not expected in the near future.

Moreover, in many cases one gets the impression that trade unions and employers' associations have not yet fully utilized the regulatory instruments at their disposal. The social partners in the



Günay Utunçok/LAIF



Jürgen Bindrim/LAIF

construction industry, for example, have demonstrated that the instrument of a collective agreement offers extensive opportunities for autonomously regulating industrial training at the sectoral level — even for establishing an autonomous financial system. It is quite conceivable that such models may be adopted in other industries as well. The advantage of regulating industrial training issues by collective agreement lies not only in the opportunity for the social partners to become independent of the contingencies and changes of political climate and parliamentary majorities. Rather, collective agreements also permit regulation to be more responsive than general legislation to specific sectoral conditions. Also, as has been shown in the case of the construction industry, industrial training policy by collective agreement may serve to improve the position of a sector competing with other sectors for skilled labour by providing employees with greater career opportunities — a goal that in the future may become increasingly important particularly in respect of further training. Here, it cannot simply be assumed that in the long term only the

trade unions will have an interest in standardizing the increasingly important further training certificates. The associations of employers, if not necessarily their individual members, are interested in a functioning external labour market. Serving as a control instrument *vis-à-vis* special individual interests on the part of their members, collective agreements have for a long time demonstrated their effectiveness not least as an organizational device for employers' associations.

The general stability of the status quo with respect to the participation of associations in the regulation of industrial training does not mean that in the Federal Republic there are no *fundamental political controversies* over the governance of industrial training. In one way or another they all revolve around the question of what role state and associations — i.e. the neo-corporatist complex as a whole — should leave or assign to the market. It is not questioned in principle that market elements will continue to have an essential function — in the creation of training posts, in the occupational choice of young people, in

decisions of employers and employees on further training, in the provision of further training programmes, etc. At the same time it is generally recognized that market processes in an area as sensitive as industrial training are in need of public control and regulation. In many cases the major problem for the participants at the current level of regulation is no longer the functioning of the industrial training system itself but rather the control of interdependencies with other policy areas, such as the labour market, collective bargaining, technology, and regional policies. There are few indications that the solution of such difficult problems would be facilitated by altering the relative influence of the state, employers' associations and trade unions on the organization of industrial training. One may therefore expect that the current system of participation of the social partners in industrial training policy will remain, by and large, stable and that modifications as in the 1970s and 1980s will be negotiated in specific areas, but will not affect the basic structure of the system as a whole.

# The position of the social partners in vocational training in France

**The position of the social partners in French vocational training as defined by current training rules and regulations is dependent, even today, on the readiness of the government to grant wide powers to the social partners without going so far as to challenge a number of principles which form the foundations of the French system.**

The main principle, here, stipulates that no infringement may be made on the full decision-making powers of public authorities or heads of enterprises. Within these limits, training rules and regulations do, all the same, give the social partners considerable and precise means for influencing decisions.

*In initial training* where the public authorities are the sole 'actor', the state

has general responsibility, and the local communities specific responsibilities. The social partners are involved in decisions at state level only via two categories of tripartite, consultative bodies.

*In continuing training* decisions are taken at various levels.

- *In the case of continuing training policy* financed from public funds, the state and the regions share responsibility: the regions having general responsibility, the state specific responsibilities. The social partners are involved in decisions at both state and regional levels via tripartite, consultative bodies.

- *In the case of continuing training policy funded by enterprises*, decisions are taken at interprofessional, professional and entrepreneurial levels. The social partners help to draw up standards through their participation in collective negotiations.

Within the enterprise, the employer bears full responsibility for decisions concerning continuing training. His employees are involved in decisions by means of a consultative body — the works council — made up of the employer and elected staff delegates. It presents its opinions on general orientations for training and the annual training plan. Furthermore, where there is no branch agreement, there must be negotiations on training objectives and means.

*In apprenticeships* the public authorities are the key figure. The regions bear general responsibility, the state and the *département* have specific responsibilities. The social partners have opportunities to present their views at these three levels.

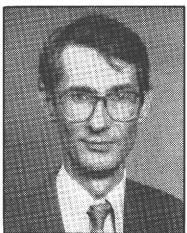
**Beyond the general conditions for the involvement of the social partners in the preparation and im-**

**plementation of vocational training, which are seen as a kind of 'system', the conditions for the implementation of vocational training are derived from situations which vary greatly from sector to sector.**

These diverse situations are the result of the structures which have been given preference by each sector, and of the way in which the 'actors' operate within these structures. They either do not occupy the same position in their respective institutions with regard to the same objective or they do not behave in the same way because of their own, internal heterogeneity. They are dependent less on the differences in behaviour of one or another professional organization which plays a dominant role in one or another sector, than on the structural influence which may be wielded, *inter alia*, by the more or less highly developed traditions of social dialogue, and even of 'partnership'.

In the same way, it is no coincidence if the sectors do not accord the same weight to initial vocational training, to apprenticeship and to continuing training. Thus, the metal-working sector, like the building industry, although in a quite different way, has continued to give preference to apprenticeship over the other forms of training for young people, whereas the banking sector feels, and always has felt, that the training of young people is its prerogative, national education being responsible for education and general training only.

Finally, in order to arrange the sectors in relation to each other, the differences in the structures of their enterprises and institutions, in particular their size and work-force structures, should not be neglected. The latter element determines their diverse positions on the labour market and influences their choice of vastly contrasting solutions to problems of labour management.



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In more general terms, it could be said that there are sectoral sub-systems of vocational training, which use in different ways the 'tools' for the implementation of vocational training. For this reason, they articulate differently the links between the sector and the enterprises, and the links between inter-sectoral and regional levels which, in turn, determine the relative importance of bodies both in functional and strategic terms.

Thus, in order to evaluate the position held by the social partners in vocational training, it is unimportant, from a formal point of view, whether there are or are not numerous parity-based bodies. Here, it is important to grasp the nature and the operational structure of the bodies which play a key role in steering structures involved in the management of human resources. This explains the investigative side to this research which, going beyond the analysis of statutory rules and regulations, focused its attention on the conditions for implementing the latter in three very different sectors: banking, building and production goods.

**The position of the social partners in vocational training can be evaluated on the basis of their ability to make a real contribution to the dynamics of training.**

It can be evaluated according to two perspectives. The first, the medium-term, entails teaching the skills needed, coupled with economic and social growth. The second, the more medium-term, is more closely linked with the mechanisms

of the labour market. Here, the goal is to regulate the flow of the work-force between periods of activity and non-activity or to help them to remain active by limiting periods of unemployment which would otherwise arise because of insufficient or outdated skills no longer in line with the 'needs' felt by enterprises.

In both perspectives, vocational training must ensure equal opportunities, must give everyone the same opportunities for access to training according to his/her capabilities and wishes and not according to the existence or lack of opportunities offered by his/her position in the economic and social system. This brings us straight away to questions such as the quality and the volume of training on offer (number of places available) or the accessibility of these training schemes (number and kind of persons attending training).

Even today, initial training fails to cater for 23% of a given age group. This figure is still too high even if the situation has improved considerably in the course of the last 12 years. In the same way, closer examination of the three kinds of basic contract which make up the training plan for young people reveals that the situation has scarcely been improved by such measures. Finally, the inequalities in access to vocational training, which are already widespread in initial training, have scarcely been reduced by continuing training measures.

**The French system in its present form is the target for many, very often similar, criticisms.**

A first series of criticisms concerns the capacity of the system's components to define the main, general orientations according to the medium-term prospects of changes in the economic and social characteristics of a country. This applies, particularly at national level, to national education and the Adult Vocational Training Association (Association pour la Formation Professionnelle des Adultes — AFPA), and at regional level to apprenticeship training. In this case, it is not a question of defining only the levels of studies and special subjects, but also the diplomas, educational channels, and 'curricula'.

A second series of criticisms concerns the implementation of training schemes within a previously defined framework. These criticisms are directed primarily at the periods needed to set up corresponding training schemes which are felt to be far too long. In fact, the inflexibility of the training apparatus is often challenged: its failure to adapt to change. Another but by no means less important criticism concerns the contents of training, and more particularly the way in which theoretical knowledge with a dominant technological strain is linked with more practical know-how oriented towards the concrete pursuit of a job.

Finally, it is the very status accorded to vocational training at the job site which is a subject of debate. Here, the state is the main guarantor for diplomas and for their recognition either by national education or by a 'training validation board'. However, the status given to diplomas in collective agreements and their capacity to secure access to grades or remuneration in line with their 'level' is the subject over which the social partners are most at loggerheads.

**It is not enough to be familiar with the composition and tasks designated to a body in order to appreciate the real role which it plays in the system.**

*The degree of involvement of the social partners in the different bodies depends on the sound and effective management of the latter and, thus, on the position which they seek to secure or which they are allowed to hold in the management of a body. The main criticisms voiced in this respect can be re-grouped in eight main categories:*

- *Circumvention of a body, in particular by government representatives through the creation of sub-committees or working groups, the official body*



Chris Davies/Network

assuming thereby an 'alibi' function *vis-à-vis* the general public.

- *Alliances* of a more or less systematic nature between two 'actors' in order to limit the scope of a third.
- *Imbalances in information* or in situations linked, for example, to the different aptitude levels of those responsible for producing reports, for keeping up on or processing statistical data, and for keeping pace with studies and research work.
- *Systematic opposition*, for example, in the form of speeches of an ideological nature which do not tackle the actual subject of a meeting.
- *Inability* of the majority of the participants to make a real contribution to the dossiers.
- *Malfunctionings of a more general nature* linked to elements such as a lack of preparation of dossiers, insufficient time to allow for dossiers to be studied properly, and overly wide definitions of tasks.
- *A high level of indifference or absenteeism*.
- *An imbalance between the partners concerned* which stems from the fact that employers often constitute a homogeneous group *vis-à-vis* employees who are more varied and frequently divided (the General Confederation of Labour — Confédération Générale du Travail — CGT) often with its own particular position) and from the presence, in addition to government representatives, of representatives of various chambers or similar bodies (chamber of commerce, of crafts, of agriculture ...) they, too, the spokesmen of enterprises.

*The criticisms vary in strength and number depending on whom they are levelled at and from whom they stem.*

Generally speaking, as far as the social partners are concerned, the criticisms voiced by employees' representatives tend to be stronger than those of the employers' representatives. Amongst the former, CGT members are louder in their criticisms and are, on the whole, easily distinguishable from the other trade-union organizations. As for the bodies themselves, it should be noted that the criticisms are generally stronger when they are levelled at decentralized bodies in the regions, *départements* and enterprises. The central bodies, especially

those responsible for continuing training, have a better managerial track record.

Hence, the criticisms made of national consultative bodies are thus echoed at regional and *département* levels.

The criticisms made by trade-union organizations of current consultative procedures at the level of the enterprise can be re-grouped in several categories:

- owing to the complex nature of the texts, training is often assigned to a few individuals who are experts in a specific field who then cut themselves off from others;
- employees' representatives have difficulty gaining an overall view of the different policies possible in training. This is especially true because although the trade-union organizations have regional or inter-regional structures for each occupational branch which normally set up and coordinate exchanges, these structures do not wield enough influence and the elected representatives are very much left to their own devices.

Consequently, the elected representatives have difficulty in playing an important role *vis-à-vis* an overall training plan for the enterprise, in critically appraising the plan submitted to them and, more particularly, in providing stimulus and new suggestions.

**The impression we have tried to give of the current position of the social partners in vocational training should not lead us to underestimate the importance of developments observed in this area in the last 20 years.**

Their position has, in fact, been steadily extended in line with four parallel mechanisms:

- An extension of contractual policy through widening its field of application. Here, we are dealing more especially with branch or enterprise agreements which, in various fields: new technology, equal opportunities, and re-training, tend to give the respective partner an opportunity to state his views directly, the latter being involved in implementation, or indirectly as, for example, in the '*commitments to the development of training*' (engagements de développement de la formation — EDDF).
- Changes in the make-up of bodies: some of whom were not parity-based in the beginning but who then adopted this

form, for example, the further training committees of 'Training Associations' (Associations de Formation) in 1982.

- An extension of the consultation procedures within the framework of already existing procedures. An obvious example are the training programmes carried out by enterprises at their own initiative, and financed by them within the framework of the 1971 law. They have gradually been set up by means of the training plan submitted for comment to employees' representatives in accordance with increasingly detailed procedures. This trend has been reinforced by the increasingly important position which mutual benefit funds are tending to assume as tools for the realization of continuing training schemes, irrespective of the target groups.
- Finally, the two preceding trends are accompanied by a shift in the centre of gravity in the steering of vocational training towards more decentralized forums in which consultation, even if it is a problem child at present, is no less likely to be developed on a large scale in the future, that is if the social partners want it to move in this direction.

Thus, it can be said that there is in France a tendency for the social partners to play a more important role in defining general vocational training objectives by means of consultative procedures under the aegis of the public authorities. This trend seems to have the blessing of all those concerned. By contrast, sectoral co-management of continuing training schemes financed by enterprises and the trend towards negotiations on an increasingly large scale at the level of the enterprises are encountering increasing difficulties arising from the differences of opinion which prevail amongst the various groups: the employers' 'trade unions' and the employees' trade unions, and amongst the employees' trade unions themselves.

**The position of the social partners in vocational training is, in fact, one element in the overall trends which characterize political and social developments.**

In future, this topic will not be able to escape the major debates which are at present raging in French society: what position should be given respectively to laws and contractual policy in regulating the links between social groups in moves toward 'less state involvement'? What privileged forums located between cen-

tral government and the various territorial communities must be retained within public authorities in order to implement policies, and between inter-sectoral, sectoral and entrepreneurial levels in the private sector? What positions must the social partners assume in decision-making procedures: a consultative role and a decision-making role? What status should be given to parity alongside tripartism?

*Parity is not in itself a panacea:* practice has shown that in order to obtain effective action on the part of parity structures a certain number of conditions, to a certain degree structural, have to be fulfilled. Initially, there must be a real desire for a dialogue, and this implies limited antagonisms. This is far from always being the case in France.

In other words, parity poses the two-fold problem of the philosophy and aptitude of the partners concerned: two areas in which labour relations in France are often on delicate ground. It could be said that as far as vocational training is concerned, a parity-based dialogue cannot begin in earnest until the social partners come to see vocational training as a real medium-term investment which will enable interested groups to acquire valuable occupational skills.

#### *Risks linked to reducing the involvement of the public authorities*

In the game for three which is being played by the social partners and the public authorities, the latter appear to be the guarantors for general economic and social goals.

The first role of the public authorities is, thus, above all as an arbitrator but also as a 'watchdog' deciding the rules of the game and ensuring they are observed. It is impossible to see how, in this field, they could abandon their prerogatives, even in the case of intervention within the framework of an extended contractual policy. This kind of role will remain necessary as long as the French system remains so disunited and its constituent organs continue to guard their prerogatives so jealously.

A second role for the public authorities is to maintain their ability to provide effective stimulus to the dynamics of training, particularly in connection with major economic and industrial trends. The problem here is the incapacity or lack of willingness on the part of the social part-

ners to take up difficult challenges such as the development of new training programmes linked with the spread of new technologies.

It is easy to imagine the reverse situation: a reduction in direct state intervention in training provision. Here, its role would be limited to that of a pilot body in connection with priority objectives and to situations in which the private partners prove unable to achieve these objectives.

#### *Requirements for a well-structured decentralization*

Continuing vocational training and apprenticeship training are known to be the first two areas in which central state power was first transferred to the regions, even if the state kept the authority to decide on the scale of competencies it was to retain. On closer examination, the regulatory system corresponding to decentralization poses a series of problems which vary in importance depending on the conditions under which it was introduced in the different regions.

The preliminary procedures whereby the state consults the regions about their activities range from strictly separate forms to the joint preparation of regional schemes.

The contracts under the state-region plan give rise to formulas in which state activities, parallel to those of the regions, vary quite considerably. This is confirmed by the large gaps which exist at interregional level in the relations between state funds channelled into the contracts envisaged under the plan and the compulsory transfers.

The importance of, and the need to improve the coordination mechanisms in decentralized vocational training are even more essential in the welcome perspective of an extension of this decentralization to vocational training under the aegis of national education.

#### *Undoubtedly, the greatest tension in labour relations in France centres around the roles which have been assigned to the branches and enterprises.*

Certainly, the enterprises play a central role in the workings of the labour market via their selection, training, job assignment and redundancy policies. It is equally certain that the enterprise must be seen as a management unit and that it would be disadvantageous to have incentives

which 'cut it up into pieces' according to different principles: a youth training policy negotiated with vocational training authorities supported by an investment policy negotiated with the Ministry for Industry, and a labour reduction policy negotiated at best with the one Minister of Labour and Social Affairs but in reality with the multiple partners whose interests and constraints are far from being homogeneous.

There are, therefore, no grounds for rejecting *a priori* the enterprise as the central location for negotiation. Indeed, a number of them have shown evidence of considerable dynamism and a very open attitude in their training. But this is not the real problem. In France, the main problem lies in the major differences both in the attitude of enterprises towards training and in the ability of employee representatives to negotiate effectively with employers.

This ability varies according to the size of the enterprise and from sector to sector depending on the intensity of trade-union activity.

In this case, the problem is clearly the boundaries imposed within the framework of this law or, in the case of sectoral agreements based on this law, the extension of their field of application. Given the present attitude of French managers towards the importance of the 'training investment' and given the present state of employee representation in French enterprises, it is difficult to envisage effective, direct negotiations in these enterprises without there being considerable changes in the law, changes which would increase the level of this statutory obligation and, more importantly, extend this obligation to all enterprises, failing which there could be a widespread economic and social slump.

Inversely, increased awareness of the advantages of vocational training as an investment linked with the development of the technical tools for its implementation would probably lead to the emergence of major areas of common interest between the social partners in multi-annual training plans which would favour training schemes leading to recognized qualifications. The advantage of such a situation is that it would avoid binding those involved to a single model and would enable them to establish balances adapted to different kinds of activity, to employees' qualifications, and to the kind of social debate peculiar to the enterprise or branch.



# The role of the social partners in vocational training in Italy

## Awareness of the crisis as a premiss to change

Points of crisis and new trends in participation in the training system: these are the focuses of the present report. The analysis and the attempt at explaining the deficiencies proceed hand in hand with the identification and the assessment of the innovations taking place in the role of social partners.

Both the empirical survey concerning the attitudes of the social partners and the case-studies offer important material to support the *initial thesis* of this study: that is, that the crisis of vocational training is closely connected with that in industrial relations, and that, therefore, an improvement in the quality of participation in the training process is required both for the efficacy of training and for the functioning of the dialogue between the social partners.

Awareness of the state of crisis in which vocational training and participation in training stand appears, from the survey, to be widespread and critical. There are two discriminating features of this state of crisis: on the one hand, the insufficiency and inadequacy of existing participation, on the other, the absence of the role and of the participation of the social partners in many fields crucial to the training experience, particularly those offering more prospects for the future.

*Existing* participation is judged as being limited, generally inefficacious or even harmful at times, insofar as it takes the form of bureaucratic top-heaviness, of impediments against — and rigidity in —



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reconversion of labour processes, inadequacy in handling the new demand and in stimulating and re-qualifying the supply. Of equal gravity are the problems posed by the participation that is *non-existent*, because the social partners are absent (in those sectors devoid of the trade unions), because participation is 'submerged', in that the workers and employers are not represented by collective organizations belonging to the industrial relations system, or, finally, because participation is 'hidden', in that the workers and the firms act 'informally' within their organizations and are unable to influence policy and/or make their experiences known.

Both the reasons for inefficacy and those for absence are linked with the 'quality' of the industrial relations system and with the 'defects' caused by its failure to come up to date and meet the changes taking place in the industrial-economic conditions of the 1980s. The most important factors which emerged from the survey are the following:

- First of all, the 'conflict-dependent' nature of participation, connected with contract deadlines or with the settlement of industrial disputes. Thus training ap-

pears more functional to the 'pathology' than to the normal, consensual management of social relations. The conflict-solving or conflict-preventive function of training prevails over the physiological and regulating one and adapts itself with difficulty to a process such as training which takes place in a continuum following slow, gradual timing and pace, that is, the timing and pace of learning. The clash between the continuous process involved in training and the episodic character of the attention of the partners leads to a low incidence of influence and above all, creates the impression that agreements, the contracts, the legislative achievements, even the structures and institutions of participation have little effect upon the real process which goes along its own way.

- The 'politicization' of the role played by the partners. This characteristic, which reflects an aspect of the Italian industrial relations system, is perceived frequently as a limitation of efficacy. Of course, 'politicalness' and political conflict in industrial relations are not in themselves symptoms of malfunctioning. They are seen as such, however, when they 'exploit' the themes of training to fight more general battles of a political

nature, when they do not take into account the specific aspects of the training question, and become the tools of ideological rigidity, of preconception, prejudice, of abstraction and superficiality. In recent years a return to and a trend towards the development of a less political and conflictual system of industrial relations, with greater attention towards real problems, including training, have been noticed. The importance in this context of the role of the Trade Unions' Research Institutions has been pointed out.

- The 'distance' between the subjects represented and institutionalized representation in the industrial relations system. The single workers and single employers who avail of the training processes often remain mere objects rather than the subjects of participation in training processes, and remain outside and without influence. The growing complexity and diversification of the industrial production structures, the demand for and instruments of flexibility pose with growing insistence and increasing frequency the question of the adequacy of the representation system, when they do not question the very legitimacy of representation itself. The lack of clarity as to whom the social partners represent, as to their mandate, as to its extent, as to what constraints of control and accountability they are subject to, and even more so as to whom they *do not* represent, does not facilitate the solution of the conflict of interests involved in training and leads to the belief that there is a broad rift between institutional mediation and the grounds of encounter by the partners, that are often hidden or 'submerged' by informal practice.

- The inefficient 'professionalism' and lack of specific competence of the social partners involvement. Also due to the prevalence of the aims of political control, the partners do not always appear to be able to master and therefore condition the technicalities involved in the training process, pedagogical matters, organization and institutional questions, and aspects connected with the economic and technological workings of the labour market. Besides, the demand by the production system for specific training of a technological-technical, non-standard, tailor-made nature, closely targeted for professional profiles and job prospects, is on the increase. The growing gap in competence has often been transformed into an excessive and uncontrolled delegating, with regard to the concrete aspects of training, to the experts, to the 'professional trainers', to the executives

responsible for training, thus providing measures 'half way' between 'basic education' or 'the promotion of industrial culture' and strictly professional training, and thus inadequate at both of these levels.

- And finally, the difficulties met by participation in understanding, following and favouring *innovation* and the *experimentation* emerging in the training process. This point deserves to be illustrated through some (though not exhaustive) examples which this study has pin-pointed.

- It has been pointed out (see the Isfol-Cesos research too) how the role of the social partners is particularly lacking with regard to in-firm training. Nonetheless, it assumes weight and importance in bargaining within the larger enterprises or groups, above all in relation to the more serious production and de-industrialization crises, in connection with (and/or alternative to) recourse to CIG and for workers having medium to low skills. It is widely accepted, however, that new training trends are taking the symmetrically opposite direction towards re-evaluation of in-firm training even within the smaller to medium-sized firms, in new and up-and-coming sectors and for workers with medium to high-level skills. This contrast illustrates the 'comparative disadvantage' which displaces and penalizes the traditional and consolidated role of the social partners.

- The relationship between training processes and the *internal labour market*, that is, the organization of work, qualification system, pay scales, career structures and internal mobility, etc., is becoming more important. On the one hand, the need to recognize and re-evaluate the role of the social partners is thus reinforced. In fact training involves the more proper and traditional terrains of industrial negotiations. On the other, this role meets greater difficulties on account of the quality of participation as illustrated above. In order that participation in training may condition the internal labour markets it must be less controversial and more procedural and continuous, be aimed more at skill specificity and be less vague, general and basic. Besides, the dialogue between the partners at firm level is the most critical area as far as the insufficiency of the industrial relations system is concerned. In many firms, above all in the small and medium-sized sectors, there are no industrial relations at firm level and therefore participation, if it exists at all,

follows informal and sometimes extra-trade-union practices. This explains the apparent contradictions that the case-study in the banking sector evidenced: that in those very internal markets where there is greater development, where training takes on an explicit industrial relations significance, due to reasons of objective incidence, the role of the social partners often tends to be slight and marginal. There is, from this point of view, almost a trading off between the quantity and the quality of participation, between the quantity of negotiated or consensual regulation required to make the internal market work and the conditioning presence of the social partners formally charged with negotiation power.

- The double significance of professional training: on the one hand, as investment in human capital and in the social and political advancement of workers, and on the other hand as an instrument of the firms' organization of production, is reflected in the counterpoising, used traditionally in trade-union argumentations, between 'true training' and 'mere coaching or updating'. A more technical and less emotional way of expressing this difference refers to the different 'marketability' on the *external* (ELM) and the *internal* labour (ILM) markets. The existing participation mechanism, for the reasons already mentioned, allows for greater interaction in matters of training for the external market; that is, training with a very high social emancipation and civil content which the workers avail of as individual (*uti singuli*), i.e. independently from their specific skills. 'Coaching' instead is considered largely beyond the scope of institutionalized industrial relations mechanisms. This leads, however, to at least two further contradictions: on the one hand, the traditional 'refusal' of training that does not go beyond a mere production investment is a necessary corollary to the limited involvement of the trade unions within the firms and in firm-specific questions, which has characterized the Italian industrial relations mechanism (see Pizzorno) developed during the post-war period. This has implied a limited amount of rules governing in-firm activities, with the institutionalized presence of the social partners limited to the larger firms and connected with general and not firm-specific questions and with social protection objectives. On the other hand, the urge towards strengthening industrial relations has led to loading ELM training with *structuring* contents (proper to ILM) by conceiving ELM almost 'as if it were' ILM on the

basis of systematic and 'organistic' visions borrowed from the prevailing ideologies (i.e. Catholicism and socialism). The outcome has been contextual *excess* of participation, given the fact that the consensual management procedures tend to manifest themselves as rigidity and as an impediment to ELM, and at the same time as a *lack* of participation because the partners remain on the margins as far as the processes of restructuring of ILM are concerned. The contradiction lies in the fact that the partners end up playing a greater role in 'de-regulating' training processes (to meet the flexibilization requirements of the market) than the role they play in 're-regulating', that is, in establishing new rules to govern the internal labour market.

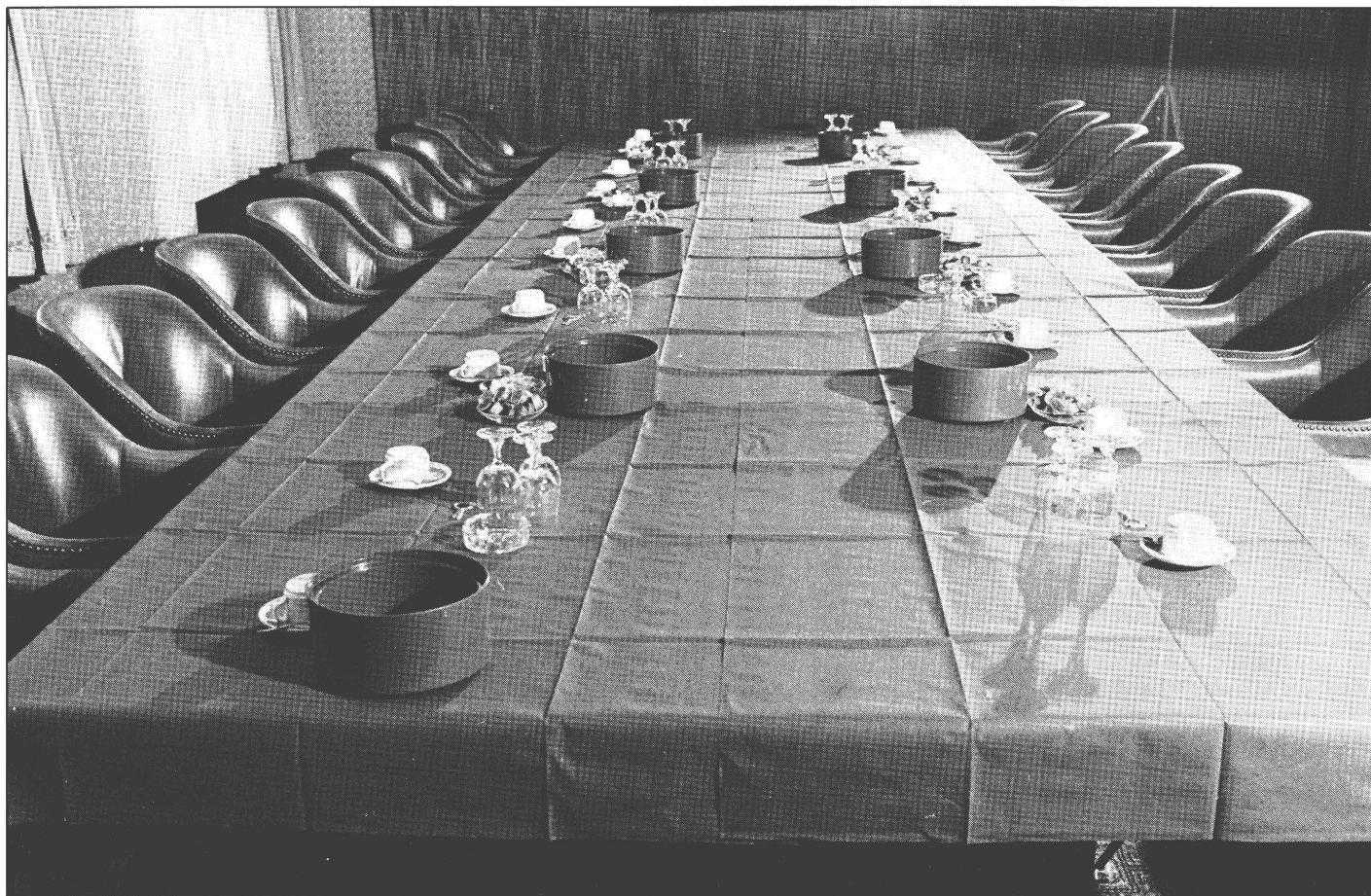
### Innovations and trends

Parallel to the growth of awareness of the crisis and of the difficulties, indications of positive outlets and of innovating and experimental experiences are on the increase. In general a number of tendencies emerge, to a certain extent common to those emerging in other European countries, towards which research and the demand for greater efficacy of participation in the training system, are orientated.

- First of all there is a tendency to *overcome the 'formal' level* of participation, which limits itself to defining the normative framework of national and regional legislation or of collective bargaining and to arrive at company-level agreements. This trend moves, roughly speaking, in *two* main directions: on the one hand, participation tends to follow the *practices of implementation* of the norms and the agreements. These practices concern the phase of realization and control of training, the effective carrying out of projects, the operative targeting of training to meet the needs of restructuring in production, of access selection of mobility, etc. On the other hand, participation becomes more *continuous*, less connected with controversy and conflict, and also more concerned with evaluation and control. Conspicuous examples of these trends are on the one hand the acceptance, within some recent agreements concerning CFL, of the 'silence-consent' principle, as a condition for the automatic approval of training projects; and on the other, some firm-specific agreements (such as Italtel) which foresee a role for the social partners during the entire course of conception, planning, implementation and evaluation of the training process. A second qualifying innovation is the tendency to extend moments of participation to

the effective running of the processes. This way the role of the social partners has to face handling the specific aspects of the training process; from outlining the contents to foreseeing outlets; from methods of financing to the organization of courses; from the definition and control of curricula to the choice/assessment of teaching staff; from participation on the examination boards to establishing training standards. If the prevailing experience sees the role of the partners as limited to planning and direction on the one hand and on the other to controlling and assessing, there are also a number of experiences carried out within traditional jointly managed training bodies such as the printing and building sectors. These are being looked at with growing interest in the hope of extending to other sectors or areas the modalities of direct management by the social partners. In recent renewal of contracts, a number of forms of joint committee or of bilateral bodies having observation and counselling powers also with regard to matters of training, have been adopted.

- A third tendency is that towards enrichment, towards sectoral, local and territorial *diversification* of participation in the training system. In this way the supply of labour tends to adjust to the demand which is radically changed by the



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modalities, the intensity and the pace of technological change. 'The training supply tends to place itself closer and closer to the source of innovation ... each time that the change in working conditions requires new types of know-how and new multi-disciplinary structure (Vita)'. With the need to target training processes, the possibility of standardizing diminishes, reference models lose their value. In this new context, freedom of planning, the role of the single worker and firm, participation at local level, public/private and institution/market interaction, are all exalted. One of the leitmotifs running through proposals of reform of the *legge quadro* (framework law) is this: that of re-defining relations between the central and the local authorities in matters of training, and of providing for forms of direct support of 'training promoted by firm initiatives' (*formazione di iniziativa aziendale*). The correspondence between the structure of training supply and the demand should be guaranteed by the labour market's decentralized institutions (observatories, agencies, labour exchanges) in which representatives of the social partners participate. However, this exigency is not devoid of counter-tendencies, of resistance, of contradictory thrusts, in the name of a quest for coordination and planning from above and in the face of risks of duplication, overlap-

ping, dispersion of resources which multiplication and diversification of initiatives can lead to.

- A parallel trend is that towards the *extension and multiplication of the confrontation/negotiations/conflict terrain* within the training system. This extension concerns new collective subjects (let us recall the cadres' organizations), *new professional profiles* (managerial and enterprise training), *new institutional instruments* (data banks, observatories for the analysis and control of qualifications and technologies, centres offering services to firms). In this latter case training is highly specialized and targeted, in that it becomes a part of a services packet aimed at specific objectives: youth employment, aid to small firms, technological support, etc.

- There is renewed emphasis upon in-firm training and upon participation in *training within the firm*. The reasons are of both a *technological/organizational* and of an industrial relations nature. On the one hand, there is greater demand for higher white collar and managerial (often firm-specific) qualifications. Other reasons are restructuring of the internal labour markets and of the careers system, the need for flexibility in organization, for multi-purpose qualifications and for

systems of informatics. Therefore on-the-job coaching is no longer sufficient but institutionalized training (also of a theoretical nature) at firm level is required. On the other hand, there is a demand for greater control by the firms over the training processes, in order to guarantee greater targeting and adaptability. There is also the need for the trade unions not to be excluded from the control of microeconomic processes and the need to strengthen and render more concrete its presence within the firms.

The forms that this re-evaluation takes are fundamentally *three*: (a) First of all the experience of the CFL. The agreements on these have played an important part in simplifying and deregulating the procedures, in disciplining the specific aspects of training (hours dedicated to theoretical and technical-practical training, trainers, certification, employment, outlets, the place, the institutions, subsequent placement, etc.) in creating bilateral technical commissions, etc. There are also examples of CFL at local level such as those of the Unione Industriale of Turin and the Federliguria (Turin's and Liguria's employers' associations) concerning small to medium-sized firms, which have seen considerable trade-union involvement.

(b) Secondly, trade-union participation and involvement in in-firm training processes have been noticeable in the case of restructuring and shaking-out of surplus staff. This role has been formalized in company-level agreements such as those of FIAT, Italtel or Alfa Romeo.

(c) Finally, some large enterprises have re-evaluated their own training centres (as is the case of Elea-Olivetti, Isvor-Fiat, Reiss Romoli, etc.). In some cases there have been requests for information and participation in the activities of those institutions, especially by the cadres' associations.

- Vocational training has become one of the privileged grounds for innovation and experimentation in *industrial democracy*. The Protocols stipulated between the trade unions' confederations and the public-sector companies (IRI, EFIM, GEPI) all contain more or less ample provisions. In some cases joint committees for training have been set up (see GEPI). In other cases 'training and information seminars... promoted jointly' are foreseen. Finally, in other agreements on the matter vocational orientation and school-to-work transition have been drawn up.

- Lastly, training has become a central element in *job creation* and *enterprise creation* policies, within strategies of intervention in local systems (local employment initiatives). In these cases training is connected with partners offering packets of services to the firms (especially to new and innovative ones), and creating a network of intervention, involving training, research and education. In all these initiatives at a still largely experimental phase, the involvement of the social partners is seen as a necessary component of what has been called an 'endogenous development model' (Fua).

Trends and innovations in a phase of transition and change inevitably create contradictions, overlapping, sometimes confusion, often error and dissatisfaction. Equally inevitable in this state of affairs is the emergence of a demand for rationalization, coordination and revision of the legal framework. The social partners too have supported this demand that has recently taken the form of proposals for reform of the laws governing voca-

tional training, in particular the 'framework' law of 1977.

It is probably too soon to assess the outlets and outcomes of this experimental phase, and to codify them in terms of a 'definitive' re-definition of the legal framework. The recent proposals of the Labour Ministry have, nonetheless, clearly identified a number of decisive themes for confrontation, involving the social partners too, into which to channel research and further experimentation. First of all *the link between the training system and education policies*: to what extent basic vocational education can or must be made available by the school-university system and to what extent it requires the *ad hoc* parascholastic structures of the public or semi-public training organizations? We seem to note a converging trend towards the 'de-scholarization' of training and towards the 'professionalization' of schooling particularly at higher levels. The second theme of reform is that of the *centralized-decentralized institutional organization of training* and therefore of participation in that system: further de-centralization and/or re-centralization, coordination among the various levels of institutional autonomy and/or the competitive multiplication of structures and initiatives? This report points out some trends in innovation and experimentation carried out that have an important bearing on this question: that is the tendency towards 'bargained de-regulation' aimed at creating new areas for bargaining, that is the substitution of legislative and contractual obligations by specific bargaining procedure geared towards de-centralization and plant-level agreements. The agreements concerning CFL which accept the 'silence is consent' principle move along these lines and attribute to participation in jointly managed local technical-consulting organizations an essentially arbitration function (besides the planning function) rather than a management-administrative one. This tendency seems to us to represent the intersection between parallel processes of the evolution of the training system and industrial relations: the relaunching of bargaining, the 'legification' and simplification of administrative constraints, de-centralization and attention to local systems, the bilateral dimension (in agreements and in institutions) and direct relations between the social

partners without public mediation, the emergence of new subjects such as the cadres' organizations, youth movements, etc. Certainly these tendencies come up against the abovementioned difficulty of making the social dialogue work within the training process at firm level, particularly inside *small* firms, and against similar difficulties met by the *new* firms, the growing importance of which within the industrial structure, is widely recognized. There are significant experiences of agreement and participation initiatives at local level aimed at supporting the creations of new firms. There are also interesting cases of training in managerial and entrepreneurial skills within the ambit of policies of enterprise creation. It has still to be seen how and to what extent this will involve *single entrepreneurs*, new and potential entrepreneurs, and *individual workers*, young people in search of a first job; and the unemployed. It remains to be seen what happens where the industrial relations mechanisms are wanting, or there is no training activity, and if it is possible to devise incentives powerful enough (not necessarily coercive and binding legislation) to institutionalize and render effective participation in the training system.

It is well known that the training system in Italy is characterized by a fundamental dualism: that between '*explicit*' and '*institutional*' training and '*implicit*' or '*submerged*' training which is based upon decentralization of production, precarious employment in small subcontracting firms, the learning implicit in the creation (or rather the creative destruction) of firms. Even industrial relations have their own 'implicit' or submerged dimension which often proceeds hand in hand with submerged training processes.

The great challenge of the 1990s is to make these hidden processes emerge and be re-institutionalized in order to give a more decisive and representative role to the social partners and greater efficacy to training.

Due to the fact, as mentioned in the historical analysis, that the strategies of the social partners have played a considerable role in 'submerging' a part of the training processes and of the industrial relations system, this task becomes not only necessary but also possible.

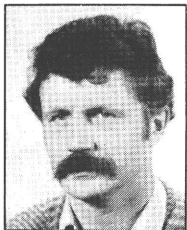
# The role of the social partners in vocational training in the Netherlands

## The social partners and vocational training in the Netherlands

'In the Netherlands there has grown up in the field of vocational education a complex inter-organizational network which is quite clearly acquiring neo-corporatist features: particularly since the beginning of the 1980s important positions have been created within the network for employers' and trade union organizations.' Such was the conclusion of a recent study, carried out at Cedefop's request, concerning the involvement of the two sides of industry in vocational education in this country. This involvement is manifested on several levels and has many facets — too many, indeed, to cover in full in this brief summary, and we therefore limit ourselves to consider-



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ing those aspects which we feel are needed to give a clear account of the situation in the Netherlands and the developments taking place in it. For a complete picture reference may be made to the full report on the study.

## The leading role played by the state in the field of education

Policy on vocational education in the Netherlands was long a virtual monopoly of the Ministry of Education and Science and the educational establishment in the form of the umbrella bodies representing the various (denominational and other) sectors of the education system. The two sides of industry — the employers' organizations and the trade unions — played little if any significant part: their role was limited to the hidden agendas of the actors in the formal decision-making processes, their representation (often on an *ad hoc* basis) in the governing bodies of vocational schools and colleges and their involvement in public debates on aspects of vocational education, underpinned on occasion by the publication of policy statements.

Major background factors explaining the dominant position of the Ministry and the educational establishment were (1) the stress on full-time school-based learning in the Dutch system of vocational education; (2) the traditional denominational divisions in Dutch society which, coupled with the constitutional guarantee of freedom of education, gave great influence to the umbrella bodies; and (3) the continuing focus of the employers' organizations and trade unions on their traditional concerns with pay and conditions, employment and social security. It should be noted in this last connection that the Dutch trade unions' area of operations is mainly limited to consultations and negotiations at national level and at the level of the

economic sectors: historically they have been weak at the level of the individual factory or firm. The presence of union representatives in some firms notwithstanding, at this level the main role in employee representation is played by the works councils.

## Apprenticeships as an exception

An obvious exception to this pattern of influences has been and remains the apprenticeship system, in which the involvement of both employers' organizations and trade unions has always been considerable. Moreover the practical on-the-job element in this dual system is almost by definition determined by employers at the level of the individual firm.

In purely numerical terms the apprenticeship system is not a dominant feature of vocational education in the Netherlands, but its direct links with industry have meant that it has nevertheless played a major part in the discussions of vocational education which have taken place in recent years.

## 1980 and after: towards a joint responsibility

At the beginning of the 1980s, in the context of endeavours to achieve economic recovery, vocational education was elevated to a central theme of economic and social debate, while at the same time the two sides of industry were explicitly accorded a role in the traditional decision-making processes determining the content and structure of vocational education. It was accepted that economic recovery depended both on gearing vocational education more closely to industry's needs and involving industry more closely in vocational education.

Two events marked this shift in the traditional pattern of relationships: the central agreement between the trade unions and employers' organizations reached in the Joint Industrial Labour Council in 1982 and the publication of the Wagner Committee's recommendations regarding vocational education and consultations between industry, government and educationalists.

The 1982 agreement made recommendations to the parties involved in collective bargaining for the replacement of real and/or index-linked pay increases with measures aimed at redistributing employment. In subsequent years the employment element in this agreement has increasingly been seen in terms of training policy, initially in the context of measures to counter youth unemploy-

ment but later extending to all types of training and re-training for adults (geared mainly to the economically active population).



Manfred Vollmer

ment but later extending to all types of training and re-training for adults (geared mainly to the economically active population).

The Wagner Committee may be seen as a manifestation of the increasing technocratic input into official advisory processes concerned with particularly thorny issues in Dutch society, including those arising in the sphere of industry and employment. The Committee's reports gave a major impetus to changes in thinking and policy on industry's involvement in vocational education. Broadly based consultations, initiated and approved by government and involving industry, government and educationalists, led to agreement on a joint responsibility for vocational education. In return for a suf-

### Greater participation of the social partners

Moves to gear vocational education more closely to industry's needs include strengthening the apprenticeship system, increased provision of work experience placements for full-time students and greater 'market-mindedness' on the part of educational institutions. As for the involvement in vocational education of the two sides of industry, the main

developments since the beginning of the 1980s have been:

- a smaller role for government, whose interventions are now mainly financial in nature. Interesting developments in this connection include government subsidies in respect of on-the-job training within the apprenticeship system;
- formal access for the two sides of industry to the central bodies advising the Minister of Education and Science on vocational education, namely the Central Consultative Committee on Education (CCOO), which until recently included only representatives of the umbrella bodies, and the Secondary Education Consultative Council (OOVO), a newly established institution;
- the tripartite organization of the

manpower (i.e. training and placement) services of the Ministry of Employment and Social Security, which are to be run at both national and regional level by bodies comprising representatives of government, employers and unions (formerly the two sides of industry had only an advisory function);

- the organization of sector-by-sector consultations between industry and education through separate bodies, one of the first priorities being the compilation of occupational profiles and their translation into training profiles and syllabuses;

- collective agreements aimed at the development of training policy at industrial-sector level through the establishment of training funds, agreements on craft training within the apprenticeship system and further training and re-training for adults;

- greater autonomy for educational institutions, enabling them to collaborate with industry at the local and regional level *inter alia* through contract work of various kinds. The Minister of Education and Science has indicated that public educational facilities may be made available to help implement training agreements reached between the two sides of industry.

### Institutional structures

These various developments are still very much underway and have yet to achieve their definitive form. Outstanding issues of an institutional nature include the stability of training policies established through collective bargaining (given the linkages in terms of both content and duration between the training and other components of collective agreements and the dilution which may occur between the level of the collective agreement and that of the individual firm), the need to achieve meaningful dialogue between the worlds of industry and education despite their differing sectoral divisions, the position and representation of the education professionals in consultations with industry, the schools' and colleges' weak tradition of collaboration with industry at the local and regional level and the relatively weak position of the trade-union movement at the level of the individual firm.

These issues aside, various institutional conditions have been created for the closer involvement of the two sides of industry in the various sectors of Dutch vocational education. It remains to be seen what definitive shape these various developments will take, and in particular

how effect can be given to the aim of increasing the involvement in vocational education of both sides of industry. At this stage it is still too early to make any final assessment of what is being achieved.

### **In-depth study of three industrial sectors**

As well as developments at national level, the study was also concerned with developments at the level of the individual sector and firm. In recent years there have been a number of interesting developments in employer and union involvement in vocational education at sector level. Mention has already been made of the training funds established under the terms of collective agreements: these funds are built up from a levy on the wage bill and, in the case of agreements relating to the apprenticeship system, grants from the Ministry of Employment and Social Security. Reflecting the specific situations of the various sectors — labour market structure, training tradition, the relative strengths of the various parties (employers and unions) — a great diversity has grown up in training policies at sector level.

The study devotes particular attention to three sectors, namely the engineering industry (including electrical engineering), construction and banking, and by way of illustration we focus below on a number of interesting aspects of training policy in these sectors.

In the engineering industry the central pillars of training policy are the recently established regional institutions which are funded by and operate under the control of the central education and training fund. The traditional link between training and employment contracts within the apprenticeship system has been abandoned, and training contracts now involve not individual firms but the new intermediary bodies, which are run jointly by employers and unions. Training policy in the engineering industry is increasingly concerned not just with initial

training but also with further training and re-training.

Training policy is also regionalized in the construction industry, through a dense network of regional institutions which bring together groups of employers. Unlike the engineering industry these institutions are run solely by the employers. Regional organizations operate as a kind of pool on which local employers can draw for the appointment of apprentices. The trade unions and the national training body are involved only in what happens at the so-called training work-place, where apprentices spend six months of their training period, albeit they can also exercise influence through the traditional channel of the longer established regional training committees, which operate largely separately from the new regional institutions. The link between training and employment contracts has been retained in the construction industry, though only for the duration of the training period.

In the banking sector, where the unions are very weak, it is virtually only the employers' side that has a part to play in training policy. Here the main emphasis is on specific courses, some of them provided by a joint national training body.

In general little has been done at the level of the individual firm to involve employees and their representatives in shaping and implementing training policy: neither the trade unions nor the works councils play any role of significance. The unions' traditionally weak position at the level of the individual firm may be seen as the weak link in the chain of economic and industrial dialogue.

### **Defining the content of vocational training policy**

As has already been noted, these various developments are still at too early a stage to allow any final assessments to be made. In institutional terms various con-

ditions have been created which will enable the two sides of industry to play a greater part in vocational education, but institutional factors are not the only ones which will shape the economic and industrial dialogue in years to come. What matters too is the substance of training policy, determined by the two sides of industry in consultation with one another, with the government and with the world of education. Here too there are major challenges, some of which may prove to be significant sources of tension in the economic and industrial dialogue.

In brief:

- the fact that thus far the focus has been very much on quantitative aspects of vocational education, with little attention being paid to its qualitative aspects,
- the relative autonomy of the education system in its relations with industry and the need to find the right balance between that autonomy and 'vocationalism',
- the decisions which need to be made in the course of compiling vocational profiles and translating them into training profiles and syllabuses,
- the relationship between dual and school-based forms of vocational education,
- the relationship between general and specific forms of vocational education,
- the regulation of the transition from mainstream vocational education to employment,
- distribution issues.

Now that an institutional basis has been created for an economic and industrial dialogue on vocational education, the next step is clearly to develop a substantive approach to training policy in the longer term. Our impression is that such an approach is not yet always sufficiently developed to permit a worthwhile dialogue to take place. The lack of any tradition of thinking about vocational education within the two sides of industry, the diversity of organizational structures (based on industrial sectors, occupational categories, etc.) and capacity problems represent the main difficulties, which in all probability are most acute in the case of the trade unions.





By:

**CEDEFOP**

European Communities  
International organization  
Martina Ní Cheallaigh  
Librarian  
CEDEFOP

**CEDEFOP's documentary information network was asked to provide material illustrating the theme of the Bulletin, and in particu-**

**lar to provide bibliographical references. The following includes contributions from Belgium, Denmark, the Federal Republic**

**of Germany, Greece, Spain, France, Ireland, Italy, The Netherlands, Portugal, and the United Kingdom.**

**European Centre for the Development of Vocational Training (CEDEFOP)**

**The role of the social partners in vocational education in Belgium**  
111 pp. ISBN 92-825-7695-7 (NL); 92-825-7694-9 (EN)

**The role of the social partners in vocational training in the Federal Republic of Germany**

viii, 105 pp., annexes. ISBN 92-825-7696-5 (DE); 92-825-7697-3 (EN)

**The role of unions and management in vocational training in France**

132 pp. ISBN 92-825-7699-X (FR); 92-825-7698-1 (EN)

**The role of the social partners in vocational training in Italy**

214 pp.; languages: IT, EN. ISBN 92-825-7726-0 (IT); 92-825-7725-2 (EN)

**The role of the social partners in vocational education and training in the United Kingdom**

384 pp.; ISBN 92-825-7703-1 (EN); 92-825-7702-3 (DE)

Luxembourg: Office for Official Publications of the European Communities, 1987

To be published:

**The role of the social partners in youth and adult vocational training in Denmark**

**Social partners and vocational education in the Netherlands**

135 pp.; languages: NL, EN

**The role of the social partners in vocational training in Portugal: interim report**

various pagination; languages: PT, EN

Copies of the typescripts are available from: CEDEFOP, Bundesallee 22, D-1000 Berlin 15

*Social partners. Training policy. Training systems. Training administration. Case-studies. Construction industry. Metal-working industry. Electrical industry. Banking. Insurance. EEC countries.*

This series of monographs examines the nature of the involvement of in-

dustry and trade unions in the development, provision, administration and control of vocational training in the EC Member States. The historical development and current state of this involvement are analysed, as well as any relevant legal regulations or collective framework agreements. This investigation considers the situation at regional, local and enterprise level and highlights the problem of training provision for various target groups, such as women, young persons and immigrants.

The other main intention is to describe methods of state intervention aimed at promoting social dialogue and to develop proposals for improved social dialogue. Three sectors: construction, metal or electronics industries and banking are examined in depth for each country to give a precise illustration of the nature and extent of cooperation amongst the social partners and government bodies.

**Directorate-General, Employment and Social Affairs — Commission of the European Communities**

'Social dialogue'

**Social Europe 2, 1987, (Luxembourg)**

pp. 5-8.

ISSN 0255-0776

*Social partners. Attitude. Recommendations. Employment policy.*

*Employment creation. Economic development. Technological change. Training policy. Motivation. Employees. Information needs. European Communities.*

This editorial contains two agreements of the ETUC (European Trade Union Congress), Unice (Union of Industries of the European Community) and ECPE (European

Centre of Public Enterprises):

- 'Joint opinion on the cooperative growth strategy for more employment', 6 November 1986;

- 'Joint opinion of the Working Party on "Social dialogue and the new technologies" concerning training and motivation and information and consultation', Brussels, 6 March 1987.

**Castin, F.: Employers' organizations — their involvement in the development of a European vocational training policy**

European Centre for the Development of Vocational Training (CEDEFOP)

Luxembourg: Office for Official Publications of the European Communities, 1987, 103 pp.

ISBN 92-825-7201-3 (EN); 92-825-7207-1 (FR); 92-825-7200-5 (DE)

*Employers' organizations. Training policy. Training supply. International cooperation. International organizations. European Com-*

*munities.*

This volume complements CEDEFOP's series of national monographs by looking at the role of the social partners at international level from the viewpoint of the employers' organizations. Dividing these organizations into three groups, the author gives some perspectives on their structures, activities, and cooperation in the area of vocational training. In the first group, Community institutions, we find the Standing Committee on Employment, the Advisory Committee on Vocational Training, the ECSC Consultative Committee, the European Social

Fund, the Economic and Social Committee and CEDEFOP. The non-Community international institutions treated are: OECD, ILO, Council of Europe, Unice, and ELC. The third section examines the role of a number of employers' organizations in four different sectors: agriculture, construction, metal industries and services. The existence of different training systems in the Member States and the nature of structural and operational mechanisms in some international organizations are cited as a hindrance to international cooperation.

**Lemke, H.: Employees' organizations and their contribution to the development of Vocational training policy in the European Community**

European Centre for the Development of Vocational Training (CEDEFOP) 125 pp., yet to be published; languages: DE, EN, FR. CEDEFOP, Bundesallee 22, D-1000 Berlin 15

*Trade unions. Training policy. International organizations. European Communities. EEC countries.*

The report provides a description,

sometimes brief but nevertheless a pertinent account, of all the activities, institutions and organizations, etc., to be found on the side of the Community and trade-union organizations where these play a role in vocational training. In so far, it amounts to a small 'participation handbook'. As well as giving a description of the active role which employees' organizations play, it also explores the view which the Community holds concerning the role of the social partners and what the Community is doing in order to promote involvement and co-

responsibility on the part of social partners.

The report finds the role assigned to the social partners by the Community instruments and organizations to be ambivalent both in reality and in the intentions of the relevant documents. Readiness to involve the social partners has limited dimensions in both the interpretation of the prescribed participation mechanism and in the granting of scope for action. However, the basic attitude is found to be favourable to their participation.

**Breite, E.; Debunne, G.; Marin, M., etc.: Vivre et travailler autrement en Europe: bilan et perspectives d'un espace social européen**

Paris: Editions Syros, 1987, 236 pp. ISBN 2-867-38-196-7

*Forecasting. Working conditions. Technological change. Employment security. Economic planning. Unemployment. Social change. Living conditions. Trade unions. European Communities. EEC countries.*

Mathais Hinterscheid, Secretary-General of the European Trade Union Confederation (ETUC) introduces this book which deals with alternative ways of working and living. The various contributions cover the problems which crop up most often in the social dialogue taking place at European level. Among the topics discussed are: ways to combat unemployment including the reduction of working time and the participation of the social partners in the economic planning of the Communi-

ty; new technologies and the improvement of working conditions, especially the control of their social effects; standardization and strengthening of the level of employment security in Europe; the unification of European trade unions; the development of the ETUC as the 'global representative' of workers in Western Europe; the importance of the European Social Charter and the Council of Europe's conventions; the future of living conditions and the outlook for the trade-union movement.

Union of Industries of the European Community (Unice)

**Education and training: fundamental Unice principles**

Brussels, 6 March 1987, 4 pp.; languages: EN, FR. Unice, rue Joseph II 40, Boîte 4, B-1040 Bruxelles.

*Employers' organizations. European Communities. Recommendations. Attitude. Educational policy. Training policy.*

This policy statement is based on the idea that both the employer and the

employee are beneficiaries of education and training, which should, therefore, be their joint responsibility. Due to the varying national traditions it is not possible to have a Community regulation stating who is responsible for provision but Community discussions, exchange programmes, pilot projects, etc., are desirable.

While the provision of basic education is the task of national governments, the same is not true for vocational education and training; however, it does remain the respon-

sibility of government to provide the framework within which training can be supplied. Among the points recommended for further discussion in the social dialogue are: further demarcation of responsibility between governments and social partners, and between firms and employees; research and development of qualifications and curricula; strengthening the role of employer/employee in the education/training system; re-training of the employed and unemployed; vocational guidance.

## B

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## Selective bibliography

ABVV — Jongeren  
**Leerwerkplaatsenplan. Deeltijds leren — industrieel leerkontra**  
ABVV-Jongeren alternatief  
Brussels, ABVV-Jongeren, 1986,  
21pp., Hoggstraat 42, B-1000  
Brussels.

*Part-time courses. Part-time employ-  
ment. Alternating training. Appren-  
ticeship. Proposals. Certificates.  
Social status. Socially handicapped*

*persons. Employment. Région  
flamande. Belgium.*

Through this work and training plan the youth division of the ABVV trade union puts forward an alternative to recent developments in part-time learning and the industrial training contract. Among the plan's main points are:

- the industrial training contract should terminate before the age of 18

and should apply only to low-skill occupations,

- urgent employment measures are proposed for employers,
- recognition through formal qualifications,
- training should not be excessively task-specific and should include general and personal education,
- adjustment of social security regulations and firm wage agreements.

Confédération des Syndicats Chrétiens (CSC)  
**Quels objectifs syndicaux pour la formation des demandeurs d'emploi et des travailleurs?**  
Brussels, CSC, 1986, 49 pp. + annexes, Rue de la Loi 121, B-1040 Brussels.

*Employees' attitude. Return to work. Entry into working life. Skilled oc-*

*cupations. Région bruxelloise. Région wallonne. Belgium.*

This booklet sets out the policies of the Confédération des Syndicats Chrétiens (Belgian Confederation of Christian Trade Unions) on the subject of union objectives for vocational training. The main objective is that training should be kept abreast of technological change, without

neglecting the more vulnerable unemployed and the least skilled workers. The report reviews and discusses training as an aid in the return to work, training in new skills for those already in employment, the training of young people and their entry into working life, and European-level monitoring of training by the unions.

Fédération des Entreprises de Belgique (FEB)  
**Journée des entreprises de Belgique: Entreprenre en 1985.**  
6 June 1985 — Heysel.  
Brussels, FEB, 1985, 99pp., Rue Ravenstein 4, B-1000 Brussels.  
*Continuing vocational training. Alternating training. Enterprises. School-enterprise relationship. Belgium.*

This is a compilation of reports by working committees at the 'Day of Enterprises in Belgium' on the subject of 'Enterprise in 1985'. The reports focus on three issues: 'Enterprise creation and expansion'; 'Flexibility: a growing challenge'; and 'Training: a priority, an opportunity and synergy'. Starting with a review of the breakdown points in education and the new paths education is taking, the

report goes on to discuss the enterprise as the link between school education and continuing training. The third committee outlines a new picture of the 'participatory enterprise' in which the educational system combines with the trainer, as exemplified by the new alternance training formula in Belgium: the 'industrial apprenticeship contract'.

**Concertation sociale sur la formation et l'insertion professionnelle de jeunes.**  
Brussels, Ministère de la Communauté française, 1986, 16pp., Rue de la Loi 34, B-1040 Brussels.  
*Entry into working life. Youth. Training policy. Government policy. Social partners. Attitude. Région wallonne. Région bruxelloise.*

*Belgium.*  
This report is the outcome of consultation by the social partners in Brussels and Wallonia on young people's training and their entry into working life. It suggests a set of measures that would help to: create synergy among training establishments; reinforce the links between school, the work-place,

employment and job openings; provide for the fringe groups of young people who are — or are at risk of becoming — marginalized; invent, coordinate and promote training at sub-regional and sectoral level; and strengthen the ties between training offered by the Office National de l'Emploi and placement at regional level.

**Vlaams Economisch Verbond (VEV)  
Onderneming en onderwijs - enquête bij de bedrijven**

Antwerp, VEV, 1986, 94pp.,  
Brouwersvliet 15, B8, B-2000  
Antwerp.

*School-enterprise relationship.  
Management attitude. Surveys.  
Questionnaires. Youth. Entry into*

*working life. Skills. Job requirements.  
Région flamande. Belgium.*

This survey of 500 or so enterprise managements is concerned with the interface between education and employment. Industrialists give their views on school/employer cooperation, young people's attitudes to work and school-based knowledge, alter-

nating training, and the possible institutionalization of work-experience schemes. The aim of bringing together this assortment of data, responses and suggestions is to promote cooperation between education and industry. Detailed survey results are set out in tables.

**Verbond van Kristelijke Werkgevers en Kaderleden (VKW)**

**Dossier: onderwijs - bedrijfsleven: twee werelden?**

In: Ondernemen, 8-9, 1984, pp. 398-421, Tervurenlaan 463, B-1160 Brussels.

*School-enterprise relationship. Part-time vocational schools. On-the-job training. Management attitudes. Teaching objectives. Alternating*

*training. Belgium.*

Based on his own experience of school and college leavers, R. Dewulf, a representative Christian industrialist, directs some critical thoughts at those with responsibility for education. The second part of this dossier is a report on a conference of representatives of education and industry which concerned itself among other things with the teachers' standpoint. The aim of

this dialogue was to foster each side's understanding of the other's needs and expectations. Jo Vervoort gives further information on part-time education centres, while Bert Vermeiren outlines the role of the industrial manager in the system of alternating working and training. The concluding section urges a more decentralized approach and flexible arrangements for cooperation.

## List of useful addresses

**Fédération des Entreprises de Belgique (FEB)**

Rue Ravenstein 4,  
B-1000 Brussels

**Confédération des Syndicats Chrétiens (CSC)**

Rue de la Loi 121,  
B-1040 Brussels

**Fédération Générale du Travail de Belgique (FGTB)**

Rue Haute 42  
B-1000 Brussels

**Union Wallonne des Entreprises (UWE)**

Rue Capitaine Crespel 42  
B-1050 Brussels

**Vlaams Economisch Verbond (VEV)**

Brouwersvliet 15, B8  
B-2000 Antwerp

**Verbond van Kristelijke Werkgevers en Kaderleden (VKW)**

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B-1160 Brussels

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SEL

STATENS  
ERHVERVSPÆDAGOGISKE  
LÆRERUDDANNELSERigensgade 13  
DK-1316 København K  
Tel.: 01 14 41 14**Betænkning om de grundlaeggende erhvervsuddannelser:**

Report issued by a committee appointed by the Minister of Education May 1986 (in 2 volumes). Undervisningsministeriet, Copenhagen, 1987, 851 pp.

(Report 1112). ISBN 87-6818-4 (vols 1 and 2)

*Planning of training. Training policy. Proposals. Reports. Denmark.*

The report on the basic vocational training schemes became available in June 1987. The main aim of the draft law or bill which the committee has presented in the report is that master apprenticeship and initial vocational

training should be combined. The basic vocational training schemes are to form a single-line system providing a systematic relationship between admission, structure, content and qualification. The draft law rests upon the continued existence of the one-year's basic training for all vocational training schemes; but there will be two recognized methods of entry to the training, namely either 40 weeks at school, or on-job training with a firm followed by 20 weeks at school. The two forms of basic training are to be of equal value; but there has been some disagreement within the committee as to which form of en-

try is to be the main entry to basic training. The majority of the committee are of the opinion that the one year's basic training with 40 weeks schooling should be the main entrance path, whereas a minority think that both paths should be offered and administered as equally ranking ways of entry. The minority, consisting of employers' and occupational organizations, have submitted in the report their own proposal for amendment of the law, because they could not agree to the idea of a single-line system.

**Fremtiden formes gennem uddannelse:**

Outline of a new vocational training scheme. Hansen, P.; Neubert, A.; *et al.* (eds). Specialarbejderforbundet i Danmark. Copenhagen, 1986, 63 pp. SID, Nyropsgade 30, DK-1504 Copenhagen V.

*Educational reform. Upper secondary education. Vocational training. Adult education. Trade unions. Proposals. Denmark.* SID (Danish Semi-skilled Workers' Union) delivers, in *Fremtiden formes gennem uddannelse* (The future is shaped by train-

ing), its message on vocational training policy. The scheme eliminates the distinction between unskilled workers, skilled workers and technicians. A new structure and content for vocational training is to develop the qualified skilled worker. The main features of the scheme are: entitlement to 12 years of training for all, regardless of age. Compulsory education is to be extended to include a 10th obligatory year. All young persons must be offered vocational training and a nation-wide guarantee of jobs or training for youths is to be im-

plemented. An in-firm training — or other training — wage is to be introduced for all young persons under training, and all occupational areas are to be covered with training. The single-line training system is to be introduced and vocational training schemes must produce proficiency in both occupation and study. Lastly, the lagging behind of adult education and training is to be eliminated through alternative training schemes — free choice of paid training, for example.

**Lærlinge, uddannelse og udbytning:**

On the economic, political and ideological functions of apprentice training schemes. Interim main report from the Pukks-project at the Institute for Training and Socialization, Aalborg University Centre. Volumes 1 to 3. Sørensen, J. H.; Rasmussen, P.; *et al.* (auth.). Aalborg Universitetscenter, Institut for Uddannelse og Socialisering. Aalborg: Aalborg Universitetsforlag, 1983, 783 pp.

*Apprenticeship. Skilled workers. Semi-skilled workers. Occupational qualification. Socialization. Educational theory. Educational planning. Financing of training. Educational research. Research reports.*

*Denmark.*

The Pukks-project is a wide-ranging study of how apprentice training schemes function within craft and industrial trades. The study is based mainly upon data from two main occupational sectors, the basic metal-working sector and the building and construction sector. This report consists of five main sections. The first is a presentation of various theoretical formulations concerning the social functions of the training system. The next three sections concern studies within the respective main parts of the project's division of work. First, training-finance studies of the apprentice training schemes, at both industry and firm-levels, are presented.

Secondly, problems are discussed concerning the management of apprentice training, centring on the labour market organizations — at the policy and organization level. Thirdly, apprentice socialization is made the subject of more detailed study, regarding the process itself and its content at both technical school and during in-firm training. The fifth and last main section has the task of extracting the most important results of the investigations made, and on the basis of these there is brief discussion as to which alternatives of training policy could be pointed out at the level of principles.

**Sammenhæng og koordinering mellem arbejdsmarkeds- og erhvervsuddannelserne:** Ministry of Finance's regular review. Finansministeriet, Administrationsdepartementet. Copenhagen, 1986, 129 pp. + annex. Administrationsdepartementet, Holmens Kanal 20, DK-1060 Copenhagen K.

*Training policy coordination. Labour market. Reports. Denmark.*

The report from the Administration Department under the Ministry of Finance points out that cooperation between the Ministry of Education and the Ministry of Labour concerning further training of skilled workers is to be strengthened. Cooperation between the two ministries must en-

sure that there is better knowledge of qualification requirements on the labour market. In addition, it must ensure that the teachers have the necessary qualifications and that the courses offered are adapted to local needs. Lastly, it is important to ensure that the training schemes start more promptly and that the courses have up-to-date equipment.

## Addresses

**AMU Direktoratet**

(Directorate for Labour Market Training)  
Nørre Voldgade 16  
DK-1358 Copenhagen

**Dansk Arbejdsgiverforening**

(Danish Employers' Association)  
Vester Voldgade 113  
DK-1503 Copenhagen V

**Direktoratet for erhvervsuddannelserne**

(Directorate for Vocational Training)  
Højbro Plads 4  
DK-1200 Copenhagen K

**Landsorganisationen i Danmark**

(Danish Confederation of Trade Unions)  
Rosenørns alle 12  
DK-1634 Copenhagen V

**SID**

Danish Semi-skilled Workers Union  
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D

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Sauter, E.: **Qualifizierungsoffensive und Qualität der beruflichen Weiterbildung, ein Qualitätskonzept für die Auftragsmaßnahmen der Arbeitsämter.**

Gewerkschaftliche Bildungspolitik (Bochum) (10) 1987, Berg-Verlag GmbH, Clemensstr. 17-19, 4630

Bochum.

*Training research. Further training. Re-training. Quality of training. Labour administration. Federal Republic of Germany.*

The quality concept presented here is derived from work on a research project in which BIBB is cooperating

closely with the Federal Institute of Labour on the development of concepts and working aids to facilitate the various tasks the staff of the employment offices perform in the area of further training and re-training.

**Neue Berufe, anderes Lernen;**

Handbuch für die industriellen Elektroberufe

Industriegewerkschaft Metall (IGM) (ed.)

Frankfurt: Union-Druckerei, 1987, 144 pp.

*Planning of training. Recognized occupations. Metal-working industry. Electrical industry. Training schemes. Training systems. Teaching*

*methods. Training personnel. Trade unions. Federal Republic of Germany.*

The manual includes 'the trade unions' reasons for the new occupations and the different way of learning; a brief description of the new occupations; the establishment of in-company training schemes with the aid of practical examples ...; explanations of the examinations'.

Ausbilderfachtagung der IG Metall in Dortmund; mehr Ausbildungsqualität für alle; Methoden, Modelle, Perspektiven gewerblich-technischer Berufsausbildung, Industriegewerkschaft Metall (IGM) (ed.)

Frankfurt: Union-Druckerei, 1987, 111 pp.

Schriftenreihe der IG-Metall, 110 *Training conferences. Conference reports. Training personnel. Trade unions. Federal Republic of Germany.*

The subjects considered at the trainers' conference included the quality of training, microelectronics and aspects of socialization in industrial technical training as seen from the trade unions' viewpoint.

E

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Tél.: 408 24 27**

**Dossier legislativo sobre el Plan Nacional de Formación y Inserción Profesional (PlanFIP)**

In: Boletín Oficial del Estado No 188, 1985, pp. 24935-24937; No 9, 1986, p. 1557; No 50, 1986, pp. 7626-7633; No 38, 1987, pp. 4382-4386. Madrid. ISSN: 0212-033X

*Labour legislation. Youth. Long-term unemployment. Vocational training. Technological change. Social partners. ESF. Occupational qualification. Return to work. Entry into working life. Spain.*

Law 1/86, which established the tripartite General Council for Vocational Training (whose membership comprises representatives of government, employers' organizations and the trade unions), sets out the training structure of the National Plan, contains the ministerial orders approving the foundations of the Plan and the provisions regarding it.

tional Training (whose membership comprises representatives of government, employers' organizations and the trade unions), sets out the training structure of the National Plan, contains the ministerial orders approving the foundations of the Plan and the provisions regarding it.

Eusebio Rivas, P de; Alcañiz Folch, M; Ibañez Aramayo, J; et al.: **II Jornadas, Formación Profesional y Fondo Social Europeo; January 1987**

Madrid, Confederación Española de Organizaciones Empresariales (CEOE); 1987, 227 pp.

*Public administration. Employers' organizations. Planning of training. Legislation. Training programmes. In-plant training. Entry into working life. Financing of training. Methodology. Technological change. Economic crisis. Training evaluation. European Communities. Spain.*

This volume comprises papers submitted by government and the employers' organizations on vocational training in Spain.

International Labour Office (ILO) **Situación sindical y relaciones laborales in España; Informe de una misión de la Oficina Internacional del Trabajo**

Geneva, ILO, 1985, 150 pp. ISBN 92-2-305202-5

*Trade unions. Labour relations.*

*Financing. Employers' organizations. Social partners. Collective bargaining. Collective agreements. Labour legislation. Spain.*

This wide-ranging report analyses the situation of the trade unions and labour relations in Spain over the period 1976-84. It covers the role of

the two sides of industry in collective agreements, in concerted social action and in public bodies, going on to review the changes which have been made in recent years in such areas as collective bargaining, labour conflicts and labour relations in the public sector.

Comisión Asesora para el Desarrollo de los Recursos Humanos. **Encuesta para el diagnóstico del desarrollo de los recursos humanos en España**

Madrid, Publications Office of the Ministry of Labour and Social Security, 1985, 452 pp. ISBN 84-7434-415-8

*Surveys. Human resources. Questionnaires. Personnel selection. Women. In-plant training. Re-train-*

*ing. Vocational training. Technological change. Employment. Enterprises. Labour market. Business economics. Economic sectors. Spain.*

This survey was carried out in the second half of 1987 in various types of business in such sectors as food and drink, electronics and office automation, banking and insurance, construction, chemicals and metals. The topics covered were: the structure of occupational categories within the

firm; training mechanisms in the firm and their relations with technological and organizational change; the machinery of employment contracts; the degree of discrimination against women at work; and ways of bringing the training given within the education system into line with the needs of the labour market. The results are presented in a series of tables for each of the aspects analysed.



Secretaría General de Formación de la Unión General de Trabajadores (UGT)

**Jornadas Confederales 'Educación, Formación y Empleo', 13 and 14 May 1987**

Madrid, UGT, 1987, various pagination.

*Educational policy. Training programmes. Financing of training. Educational reform. Technological change. Continuing vocational training.*

*ing. In-plant training. Trade unions. Enterprises. Educational systems. Training evaluation. Spain.*

At a two-day conference in May 1987 the UGT trade union confederation analysed the situation of education and training in Spain. The document comprises four related papers dealing with different topics. The first examines the various levels of the education system, looking particularly at the two levels of vocational training in its current form, and goes on to outline the general features of the future structure. The second paper analyses technical vocational training and the adaptation of structures to current realities, bringing out the need to structure continuing training as an integral part of the training system. The remaining papers deal with such topics as in-plant training and the financing and evaluation of training.

ing in its current form, and goes on to outline the general features of the future structure. The second paper analyses technical vocational training and the adaptation of structures to current realities, bringing out the need to structure continuing training as an integral part of the training system. The remaining papers deal with such topics as in-plant training and the financing and evaluation of training.

**García Murcia, J: Organizaciones sindicales y empresariales más representativas; posición jurídica y dimensión política**

Madrid, Publications Office of the Ministry of Labour and Social Security, 1987, 167 pp.

ISBN 84-7434-416-6

*Trade unions. Labour legislation.*

*Labour policy. Employers' organizations. Labour relations. Workers. Workers' representation. Public administration. EEC countries. Spain.*

This study of the legal position of trade unions and employers' organizations begins by reviewing the history of trade-union freedom in Spain and goes on to discuss the origin, purposes and introduction of the criteria of representativeness. It then looks at the representative organizations, the effects of their legal position and the accommodation of the latter in the text of the Constitution.

origin, purposes and introduction of the criteria of representativeness. It then looks at the representative organizations, the effects of their legal position and the accommodation of the latter in the text of the Constitution.

## List of addresses of the main employers' organizations and trade unions

**CEOE**

**Confederación Española de Organizaciones Empresariales**

30 Diego de León  
Madrid  
Tel. 2 62 44 10

**CEPYME**

**Confederación Española de la Pequeña y Mediana Empresa**

20 Alcántara  
28006 Madrid

**UGT**

**Unión General de Trabajadores**

20 San Bernardo  
28015 Madrid  
Tel. 2 52 71 00

**CCOO**

**Comisiones Obreras**

12 Fernández de la Hoz  
28010 Madrid  
Tel. 4 19 17 50

**ELA-STV**

32-6° E Alberto Alcocer  
28016 Madrid  
Tel. 4 44 25 54

F

By:

centre



Tour Europe CEDEX 07  
F-92080 Paris-la-Défense  
Téléphone (1) 47 78 13 50

**Urfer, B.: Accords d'entreprises relatifs à la formation professionnelle**

In 'Actualité de la formation permanente', No 89, July-August 1987, pp. 6-10.

ISSN 0397-331 X

*Collective agreements. Continuing vocational training. Social partners. Enterprises. France.*

The Law of 24 February 1984 stated that, in the absence of intra-industry agreements on vocational training, negotiations should be initiated on management/union agreements at company level. In this review of the 107 agreements concluded in 1985 and 1986, the author makes a distinction between two types:

- agreements focusing primarily on

vocational training, which tend to come under article L.932.2 of the Labour Code, imposing the obligation to negotiate;

- agreements in which vocational training is only one of the points covered. In most cases, these are collective agreements with a broader scope.

**'A propos du congé individuel de formation'**

In 'Actualité de la formation permanente', No 86/88, 1987, pp. 74-100 and 47-58

ISSN 0397-331 X

*Educational leave. Financing of training. Social partners. France.*

The journal features institutions responsible for the joint employer/union administration of individual training leave: Fongecif

(Fonds pour la gestion du congé individuel de formation - fund for the management of individual training leave) and FAFs (Fonds d'assurance formation - training insurance funds). Based on interviews with the administrators of these funds, the articles discuss their different practices in the reception and support of applicants for individual training leave and in their follow-up.

**Guilloux, P.: Premier bilan de la négociation de branche sur les objectifs et les moyens de la formation professionnelle des salariés**

In 'Droit Social', No 2, February 1986, pp. 151-157.

ISSN 0012-6438

*Collective agreements. Continuing vocational training. Social partners. Economic sectors. France.*

In the light of a review of 56 intra-industry agreements, this article discusses significant trends in the intra-industry negotiations introduced by the Law of 24 February 1984, taking up each of the themes covered by article L.932.2 of the Labour Code:

- nature of training actions and their order of priority,
- recognition of qualifications acquired through training,

- resources granted to union delegates and members of works committees in carrying out their task within the field of training,

- the reception and integration of young people in enterprises, in terms of vocational training,

- the duration and manner of application of the agreement.

## Social partners: the main representative organizations

### Employers' associations

#### **CNPF**

**Conseil National du Patronat**

**Français**

31, avenue Pierre 1er de Serbie

75116 Paris

Tel. 47 23 61 61 and 47 23 61 58

#### **CGPME**

**Confédération Générale des  
Petites et Moyennes Entreprises**

1, avenue du Général de Gaulle

Terrasse Bellini

92806 PUTEAUX CEDEX

Tel. 47 78 16 38

### Union bodies

#### **CFDT**

**Confédération Française  
Démocratique du Travail**

4, boulevard de la Villette

75019 Paris

Tel. 42 03 80 00

#### **CFE-COC**

**Confédération Française de l'En-  
cadrement - Confédération  
Générale des Cadres**

30, rue de Gramont

75002 Paris

Tel. 42 61 81 76

#### **CFTC**

**Confédération Française des  
Travailleurs Chrétiens**

13, rue des Ecluses Saint-Martin

75010 Paris

Tel. 42 05 79 66

#### **CGT**

**Confédération Générale du  
Travail**

263, rue de Paris

93516 Montreuil

Tel. 48 51 80 00

#### **CGT-FO**

**Confédération Générale du  
Travail - Force Ouvrière**

198, avenue du Maine

75014 Paris

Tel. 45 39 22 03

#### **FEN**

**Fédération de l'Education Na-  
tionale**

48, rue de la Bruyère

75009 Paris

Tel. 42 85 71 01

GR

By:

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ  
ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ  
**ΠΑΙΔΑΓΩΓΙΚΟ  
ΙΝΣΤΙΤΟΥΤΟ**  
Institut pédagogique,  
ministère de l'Éducation nationale  
et des cultes  
396 Messogion Street  
GR - Athènes 15341

Apostolidis, L.: **Syndikalistiki ekpidefsi kai institouta ergasias: (Evropi-Ellada)**

[Trade-union education and labour institutes (Europe-Greece)]

Athens, Aichim, 1982.

Aichmi/Char. Trikoupi 50 — GR 106 80 Athens, Greece.

*Social partners. Labour relations. Education. State. Trade unions. Ideology. Greece.*

Research report based on the following issues:

- what are the needs in union education?
- what influence does union education have on the various union practices?
- what prospects and guarantees exist in Greece today to encourage the creation of an independent labour institute?

- what steps should be taken to organize union education so that it can make an effective contribution to the development of a union movement?
- how can union education contribute to the unity of the workers' movement, by promoting uniformity of organizational concepts and common action at grassroots level?

Doukakis D-L.: **Ergasiakes scheseis kai ekpidefsi (Labour relations and education)**

I foni tis Gesee (The voice of Gesee), Athens, February 1986

Gesee (Geniki Synomospondia Ergaton Ellados) (General Confederation of Greek Workers), Patision 69 GR 104 34 Athens, Greece.

*Labour. Educational systems. Vocational training. Manpower. Further training. Continuing education.*

*Greece.*

The aim of this article is to go beyond the fairly limited concept of the relations between work and education. The prolonged economic crisis has highlighted the problem, and the distinctions between work and education are now being challenged. At the same time attention is being redirected towards several institutions which have helped to keep education and work separate.

Psacharopoulos G.; Kazamias, A.: **Paideia kai anaptyxi stin Ellada: koinoniki kai oikonomici meleti tis tritovathmias ekpidefsis**

(Education and Development in Greece: social and economic study of tertiary education).

Athens, EKKE, 1985.

EKKE (Ethniko Kentro Koinonikon Erevnon (National Centre for Social Studies), Sofokleous I GR 105 59, Athens, Greece.

*Education. Development. Post-secondary education. Educational levels. Economy. Social environment. Planning. Investments. Greece.*

This study, carried out by a team of researchers appointed by the Ministry of Education, is based on statistical data and provides an overview of the pedagogical framework of post-secondary education, its social dimension and the influence of the economy on education and planning.

## Addresses

**Gesee (General confederation of Greek workers)**

Patision 69  
GR-104 34 Athens  
Tel. 88 34 611

**Paseges (Panhellenic confederation of unions of agricultural cooperatives)**

Sofokleous 41  
GR-105 52 Athens  
Tel. 32 53 511

**OAED (Organismos Apascholi-seos Ergatikou Dynamikou) (Greek manpower employment organization)**

Thrakis 8, PO Box 70017  
GR-166 IO Glyfada  
Tel. 99 27 014

**SEB (Association of Greek industries)**

Xenofontos 5  
GR-105 57 Athens  
Tel. 32 35 940

**Ibepe (Companies' association for industrial and vocational training)**

Karamanli 79, kai Dekeleias  
GR-136 71 Acharnai  
Tel. 24 66 392

**Eedee (Greek society for business administration)/Leof. Vass. Sophias 27**

GR-10674 Athens  
Tel. 72 35 545-6, 72 46 647-8

**Eommex (Greek organization for small and medium-sized enterprises and handicrafts)**

Xenias 15  
GR-11527 Athens  
Tel. 77 02 636

# IRL

By:



**AnCO**

**The Industrial Training Authority**

PO Box 456  
27-33 Upper Baggot Street  
Dublin 4  
Telephone: (01) 68 57 77

The Government. Ireland.  
**Labour Services Act 1987**  
Dublin: Stationery Office, 1987.  
The Stationery Office, Molesworth Street, Dublin 2.  
*Vocational training. Acts. Industrial training. Social partners. Employers. Government. Trade unions. Apprenticeship. Ireland.*  
In 1986 the government published a White Paper on Manpower Policy which proposed the amalgamation of training agencies and other far-

reaching changes. The reorganization of manpower agencies proposed in the 1986 White Paper became a reality in 1987 when the government passed the Labour Services Act 1987. It established a new agency — An Foras Áiseanna Saothair (The Labour Services Organization, FÁS) — an amalgamation of AnCO, the Youth Employment Agency and the National Manpower Service. Plans to include CERT, the hotels and tourism training body, in the merger

were dropped. The main functions of the new body will include the provision of training, re-training, work experience and similar manpower programmes, the provision of placement guidance and careers information services and support for cooperative and community-based industries. FÁS begins operations on 1 January 1988 and the structure and organizational arrangements for the body are currently being planned.

The Government. Ireland.  
**The Companies Act 1963**  
Dublin: Stationery Office, 1963.  
The Stationery Office, Molesworth Street, Dublin 2.  
*Acts. Vocational training. Social partners. Hotel and catering industry. Tourism. Ireland.*  
CERT was incorporated under the

Companies Act 1908-59 in 1963. It is the national body responsible for coordinating the education, recruitment and training of personnel for the hotel, catering and tourism industry of Ireland. CERT is a limited company governed by a Council representative of employer, trade union and educational organizations and

government departments concerned with its function. The chairman and council of CERT are appointed by the Minister for Labour. CERT's training services come under two main headings:

- industry training, and
- school training.

## Addresses

**AnCO — The Industrial Training Authority**  
PO Box 456  
27-33 Upper Baggot Street  
Dublin 4

**CERT Ltd**  
Lansdowne House  
Lansdowne Road  
Dublin 4

**College of Industrial Relations**  
Sandford Road  
Ranelagh  
Dublin 6

**Confederation of Irish Industry**  
Confederation House  
Kildare Street  
Dublin 2

**Institute of Public Administration**  
Lansdowne Road  
Dublin 4

**Irish Congress of Trade Unions**  
19 Raglan Road  
Dublin 4

**Irish Management Institute**  
Clonard  
Sandyford Road  
Dublin 16

**National Manpower Service**  
Davitt House  
Mespil Road  
Dublin 4

**Youth Employment Agency**  
Carrisbrook House  
Pembroke Road  
Dublin 4

By:

**ISFOL****ISTITUTO  
PER LO SVILUPPO DELLA  
FORMAZIONE PROFESSIONALE  
DEI LAVORATORI****Via Bartolomeo Eustachio, 8  
00161 Roma  
Tél. 841351  
c.f. 80111170587****La formazione professionale  
nella contrattazione aziendale**

Cesos (Centro di Studi Sociali e Sindacali); Isfol (Istituto per lo Sviluppo della Formazione Professionale dei Lavoratori)  
Rome, Isfol, 1987, 265 pp.  
(typescript)  
Isfol, Via Bartolomeo Eustachio 8,  
00161 Rome.

*Vocational training. Collective bargaining. Enterprises. Trade unions. Research. Italy.*

This report is a three-part analytical review of the findings of research on vocational training and collective bargaining. The first part is on the volume and quality of vocational training and on-the-job training, reporting on the content of the various collective agreements encountered in the course of research.

The subject of the second part is the degree to which negotiated training has in fact been implemented and the methods of its implementation, illustrated by 13 company case histories. The third and final part concentrates on a group of undertakings in the Veneto and Emilia Romagna regions which have launched a series of bargaining processes with a view to tapping public funds for skill training and re-training in specific trades.

**Innovazione formazione  
sviluppo**

(Innovation, training, development)  
Confindustria (Confederazione  
Generale dell'Industria Italiana)  
Rome, Sipi, 1986, 214 pp.  
Confindustria, Viale dell'Astronomia  
30, 00144 Rome.  
*Vocational training. Training  
system. Research and development.  
Professionalization. Labour market.  
Technological change. Social change.  
Italy.*

This book, published on the occasion of the Italian Confederation of In-

dustry's congress on 'innovation, training and development' in Mantua on 10 and 11 October 1986, is a compilation of papers by research workers and practitioners. The contributors to the debate on the state of vocational training today first examine the relationship between social advances, technological innovation and training needs. This is followed by a discussion on what is termed the 'archipelago' of vocational training, with special reference to the links between training and the labour market. Facts and figures are then given on

the skills needed by industry and the upgrading of skills in the company. The book concludes by proposing a strategy for the development of vocational training, suggesting a shift of emphasis away from the question of who is the most suitable provider of training (the State, the regions, employers, private enterprise?) and towards creating a convergence of economic and social interests, with a proliferation of training opportunities to promote innovation and efficient development.

## List of employers' associations and union bodies, management/union agencies and vocational centres administered by the social partners

### Employers' associations

**Confindustria**

Enfapi, headquarters  
Viale dell'Astronomia, 30  
00144 Rome  
Tel. (06) 59 031

**Confapi**

(Does not run training centres, but manages a vocational training office)  
Via della Colonna Antonia, 52  
00186 Rome  
Tel. (06) 67 82 441

In Lazio there is a company called 'Formare', Via Borneo 30, 00144 Rome  
Tel. (06) 59 20 741

**ASAP**

Some companies within the ENI Group have training schools at their main offices (for example, AGIP Petroli, Servizio Formazione, Via Paolo di Dono 3a, 00142 Rome, tel. (06) 59 00 67 30, and there are also a few management training centres (IAFE, Viale Bruno Buozzi 14, 00040

Castelgandolfo, Rome, tel. (06) 93 61 251, 'central' vocational training units in Urbino and Pesaro, and the Sogesta Centre, Crocetta, 61029, tel. (0722) 32 00 000.

**Intersind**

IFAP (management training)  
Piazza della Repubblica, 59  
00185 Rome  
Tel. (06) 47 98 71

**Ancifap (vacational training)**

Piazza della Repubblica, 59  
00185 Rome  
Tel. (06) 47 98 71

**Confcommercio**

For. Ter  
Via Luigi Masi 7  
00153 Rome  
Tel. (06) 58 96 149

**Confesercenti**

Cescot  
Via Messina 19  
00198 Rome  
Tel. (06) 86 09 41

**Confartigianato**

Isvca  
Piazza Venezia, 11  
00187 Rome  
Tel. (06) 67 80 02

**CNA**

Ecipa  
Via Santa Prassede, 24  
00184 Rome  
Tel. (06) 47 57 441

**Coldiretti**

Inipa  
Via XXIV Maggio, 43  
00187 Rome  
Tel. (06) 46 821

**Confcoltivatori**

Cipa-AT  
Via Mariano Fortuny, 20  
00196 Rome  
Tel. (06) 36 10 995

**Lega Delle Cooperative**

Inforcoop  
Via Tomassetti, 12  
00161 Rome  
Tel. (06) 86 78 519

**Confcooperative**

Inecoop  
Via Gramsci, 14  
00197 Rome  
Tel. (06) 36 06 655-36 08 755

### Union and workers' associations

**CGIL**

(In the past there was a national body, ECAP, which has now been set up in certain regions in Italy, and for Italian workers in other European Community countries. Training policies are the responsibility of IRES-CGIL.)

Corso d'Italia, 25  
00198 Rome  
Tel. (06) 47 61

**CISL**

Ial  
Viale Gorizia, 53  
00198 Rome  
Tel. (06) 86 19 13

**UIL**

Enfap  
Via Nizza, 45  
00198 Rome  
Tel. (06) 85 86 93

**ACLI**

Enaip  
Via G. Marcora, 18/10  
00153 Rome  
Tel. (06) 58 60 621

### Joint Management/Union Agencies

**Formedil**

(building industry) Via Oslavia, 50  
Via Guattani, 24  
00161 Rome  
Tel. (06) 84 88 295—84 41 818

**ENIPG (printing industries)**

Via Oslavia, 50  
00195 Rome  
Tel. (06) 36 12 606

**Coopsind (CGIL league of cooperatives)**

Via Tomassetti, 12  
00161 Rome  
Tel. (06) 36 12 606

Bilateral bodies are now being set up (in craft industries which signed an outline agreement on training in December 1984).

### Consortia of companies — a few examples

**Enfapi Piemonte**

Via Mazzini, 80  
10087 Valperga (Turin)  
Tel. (0124) 61 73 18

**CSEA**

Istituto G. Quazza  
Via Ventimiglia, 201  
10127 Turin  
Tel. (911) 69 63 101

**Consorzio Api Formazione Impresa**

Via Torino, 105, E  
30172 Mestre (Venice)  
Tel. (041) 53 12 066



**NL**

By:

**p|c|b|b** Pedagogisch  
Centrum  
Beroepsonderwijs  
Bedrijfsleven

Verwersstraat 13 – 15  
Postbus 1585  
5200 BP 's-Hertogenbosch  
Telefoon (0 73) 12 40 11

Nederlands Christelijk Wergevers-  
verbond (NCW)

**Onderwijsactualiteiten 1987**

The Hague, 1987, 25 pp., NCW,  
Postbus 84100, 2508 AC The Hague  
*Employers' organizations. Educa-  
tional policy. Educational innova-  
tions. Vocational training.  
Netherlands.*

This booklet on current events in  
education deals with four topics:

- developments since the publica-  
tion in 1983 of the report of the  
Wagner Committee, which made  
recommendations aimed among  
others at improving the relationship  
between education and the labour  
market and reducing youth  
unemployment. The reasons for look-  
ing back in this way, four years on, in-  
clude the publication of a report on  
technology policy, the realization  
that long-term unemployment is in

large part a problem of education and  
training, and the government's plans  
for changes in secondary education;

- basic education (i.e. general  
education to the age of 16);
- innovations in intermediate  
(16+) vocational education (MBO)  
and the formation of sectors within  
MBO;
- possible uses of the education in-  
frastructure.

Koninklijk Nederlands Ondernemers  
Verbond (KNOV)

**Lager Beroepsonderwijs een  
Hoogvlieger: actieprogramma  
ter versterking van het Lager  
Beroepsonderwijs**

Rijswijk, KNOV, Postbus 379, 1987,  
26 pp.

*Pre-vocational training. Employers'  
organizations. Educational policy.  
Small and medium enterprises.  
Netherlands.*

Considerable demand exists in the

small and medium business sector for  
school-leavers who have successfully  
completed lower (12 to 16) vocational  
education. There is serious concern at  
the declining numbers of pupils in  
lower vocational education (LBO)  
which, if it continues, will result in a  
severe shortage of skilled work-people  
in small and medium businesses. This  
process would be accelerated if, after  
the proposed secondary reforms, only  
the weaker pupils are allowed to take  
the combined course of general and

vocational education. There are in-  
dications that the government may  
adopt the KNOV proposal to expand  
the combined course. This action pro-  
gramme develops the concrete steps  
needed to strengthen vocational  
education and encourage more pupils  
to opt for vocational courses, propos-  
ing among other things that a pilot  
programme involving an expanded  
combined course of general and voca-  
tional education should be instituted  
as soon as possible.

Nederlands Christelijk Ondernemers  
Verbond (NCOV)

**Ondernemend naar '90, hoofd-  
lijnen van beleid**

Rijswijk, 1986, 23 pp., NCOV,  
Postbus 5803, 2280 HV Rijswijk  
*Employers' organizations. Small and*

*medium enterprises. Education.  
Basic training. Labour market.  
Netherlands.*

In this paper the NCOV indicates a  
number of approaches which are  
translated into practical policy. No  
rigid answers are given: society is too

dynamic and too many changes are  
underway. The NCOV seeks in a  
variety of ways to promote the in-  
terests of the small and medium  
business sector.

Federatie Nederlandse Vakbeweging  
**FNV 2000: voorstellen tot ver-  
nieuwing van de FNV** - ontwerp  
eindrapport van de projectgroep 'De  
veranderende samenleving en de  
plaats van de vakbeweging daarin'.  
Amsterdam, 1987, 36 pp.

*Trade unions. Target groups. Labour  
market. Training policy. Social  
security. Netherlands.*

This draft final report deals in par-  
ticular with four of the project  
group's principal recommendations:  
raising the profile of the trade-union  
movement and increasing its ac-  
cessibility at home and at work;  
customized services and campaigns  
for target groups (young people,  
women, part-timers, those on flexible  
contracts, intermediate and senior  
personnel, ethnic minorities and  
social-benefit recipients within the

FNV) and individual members;  
undertaking a number of new ac-  
tivities (providing information on  
vocational training courses, increas-  
ing influence on the labour market,  
innovation in employing organiza-  
tions, increasing the role of the trade-  
union movement in the social securi-  
ty system); improving cooperation  
between the federation and its  
member unions and between the  
unions themselves.

Vaas, F.; van Klaveren, M.: **Maak passend werk: eindrapport van het project Aanpassing Vraagzide Arbeidsmarkt**

FNV, Amsterdam, 1986, 180 pp.  
*Trade unions. Manpower needs. Employment creation. Labour market. Occupational qualification. Case studies. Research reports. Netherlands.*

This study seeks to answer the question: by what practical means can

workers and trade unions bring the supply side of the labour market into line with demand? When existing jobs are altered or new ones created far greater account needs to be taken of the skills and expectations of the work-force. Part one analyses and expands on the problem; part two reports on three case studies; part three comprises conclusions and recommendations.

Vos, P. J.: **Technologic, Arbeid en Organisatie**

In: Christen Democratische Verkenningen, 1987, No 4, pp. 129-139  
 Research Institute of the Christian Democratic Alliance, Dr Kuyperstraat 5, 2514 BA The Hague  
*Technological change. Trade unions.*

*Quality of working life. Occupational qualification. Netherlands.*

An examination of the effects of technological development on human relations in industry; the role of the trade unions, especially in the area of occupational skills and qualifications.

Vakcentrale voor Middelbaar en Hoger Personeel (MHP)

**Onderwijs in beweging**, onderwijsbrochure van de vakcentrale MHP Houten, 1984, 14 pp., MHP, Postbus 400, 3990 DK Houten

*Trade unions. Education and training. Educational policy. Netherlands.*

in this booklet the union federation for intermediate and senior personnel sets out its views on both general and vocational education. It sees education as having three main objectives:

- to lay foundations for human self-development;
- to prepare people for life in society in a broad sense;
- to develop knowledge and skills

for use in a job or occupation.

Samen voor werk; accoord in de Stichting van de Arbeid van 2 mei 1986 tussen sociale partners en de regering: aanbevelingen en afspraken over scholing, jeugdwerkloosheid, moeilijk plaatsbare werklozen, werkloosheidscijfers.

The Hague, Stichting voor de Arbeid, Postbus 90405, 2509 LK The Hague, 1986, 224 pp.

*Re-training. Vocational training. Youth unemployment. Long-term unemployment. Social partners. Government. Netherlands.*

In the course of consultations between the government and employers' and union representatives

on 29 November 1985 it was agreed that the objectives of economic growth, the redistribution of work and greater flexibility on the labour market should continue to be pursued. Four areas needed further exploration:

- training,
- the hard-to-employ jobless,
- youth unemployment,
- the unemployment figures.

Four working groups were set up for this purpose. This report sets out their findings and recommendations. The executive board of the Stichting van de Arbeid (Joint Industrial Labour Board) recommends that the suggestions be pursued.

Van den Bosch, F.A.J.; Lawerman, R. (eds): **Technologische innovatie en vernieuwingen in de arbeid-organisatie in Rijnmond**, verslag van een op 28 mei 1986 in de Erasmus-Universiteit gehouden symposium Rotterdam, Rotterdam School of Management and Chamber of Commerce and Industry for Rotterdam and the Lower Maas, 1986, 51

pp. (Management Report series 7)  
*Conference reports. Enterprises. Labour policy. Technological change. Management attitude. Trade unions. Government policy. Industry. Insurance. Banking. Transport. Technology. Employers' organizations. Netherlands.*

A summary of the introductory papers given and workshops held in

the course of the symposium. Three introductory papers set out the views of government, employers and unions on technological innovation and its impact on employing organizations. The theme was further developed in four workshops concerned with banking and insurance, port and transport, manufacturing and technology agreements.

## Addresses

### Employers' organizations

**Verbond van Nederlandse Ondernemingen (VNO)**

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# P

By:



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Científica e Técnica**  
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Tel. 89 66 28

## Legislation

Dec.-Lei No 102/84 of 29 March —  
**Lei da Aprendizagem**  
*Apprenticeship. Employment.  
Youth. Enterprise. Social partners.  
Acts. Portugal.*

Vocational training involving apprenticeship is of special importance for young people seeking their first employment since it provides the essential qualifications to assist their introduction and integration into the world of employment and social life. Apprenticeship consists of:

- specific vocational training given in enterprises, inter-enterprise cen-

tres, authorized centres or vocational training centres recognized by the Instituto do Emprego e Formação Profissional (IEFP) (Institute of Employment and Vocational Training);

- general training given in an official or private teaching establishment or in a suitable establishment belonging to the enterprise or other institution, especially vocational training centres recognized by the IEFP.

With a view to the organization of apprenticeship courses and their progressive extension to different profes-

sions, a tripartite structure has been created both to promote the new system and carry out the studies necessary for drawing up decrees containing regulations governing apprenticeship systems for each profession or group of professions. Participation of representatives of trade-union and employers' associations in this structure, which consists of a national committee and regional committees including representatives of the State, demonstrates the importance attributed to the role played by the principal institutions concerned in future apprenticeship activities.

Dec.-Lei No 247/85 of 12 July —  
**Estatuto do Instituto do Emprego e Formação Profissional (IEFP)**  
*Employment policy. Training policy  
Apprenticeship. Vocational  
guidance. Training centres. Social  
partners. Acts. Portugal.*

The Instituto do Emprego e Formação Profissional (IEFP) (Employment and Vocational Training Institute) (IEFP) is a public institution

responsible for implementing the employment and vocational training policies defined and approved by the Government. IEFP has a tripartite management structure with representatives of trade-union and employers' associations on the Administrative Council and the Supervisory Committee at national level and on the regional Advisory Councils. Representation of this nature en-

sures that the associations participate in the fields covered by these three bodies, i.e. the approval of plans, definition of structures, formulation of proposals, suggestions or recommendations, supervision of management, consultancy, activity and financial reports and coordination of work of the IEFP in institutions specified in the cooperation protocols or agreements.

Dec.-Lei No 74/84 —  
**Criação do Conselho Permanente de Concertação Social**  
*Social partners. Workers. Enterprises. Economic policy. Social policy. Acts. Portugal.*

The Conselho Permanente de Concertação Social, an advisory body of tripartite composition, was created by the Council of Ministers. Its tripartite nature is maintained throughout the

composition, structure and functioning of its various bodies to ensure representation of the three parties. Through its representation of workers and employers at association level, the Conselho must encourage dialogue and agreement between the Government and these organizations to ensure their participation in the socio-economic policy. The Conselho is responsible for advising on restruc-

turing and socio-economic development policies and their implementation either by giving advice when requested by the Government or by making proposals and recommendations on its own initiative. It also proposes solutions to ensure the regular functioning of the economy, taking into consideration their effect on society and employment.

## Documentation

Confederação dos Agricultores de Portugal (CAP)

1<sup>o</sup> Congresso da Agricultura Portuguesa. Aveiro. CAP, 1987, 95 pp. *Agricultural training. Educational systems. Portugal.*

A paper on 'Education, Vocational Training and Agriculture of the Future' given at the 1<sup>o</sup> Congresso da Agricultura Portuguesa on 20, 21 and 22 February 1987 and organized by the Portuguese Confederação dos Agricultores (Farmers' Union). A history of the agricultural teaching sector which emphasizes the impor-

tance of agricultural schools employing staff trained in the subject and the provision of courses primarily of a practical nature. After commencement of negotiations for Portugal's membership of the EEC, problems of vocational training in the agricultural sector began to arise with the result that financial aid is being provided for implementing activities in this area. Some vocational training has recently been carried out by agricultural associations, trade-union cooperatives and structures. The following suggestions have been submitted:

- that encouragement be given to the constitution of agricultural enterprise training centres;

- that encouragement be given to the constitution of a national advisory committee for agricultural training with representatives from the Portuguese Confederação dos Agricultores, the Portuguese Associação de Jovens Agricultores (Young Farmers' Union), various trade-union associations, the Ministry of Agriculture, Fisheries and Food and The Ministry of Employment and Social Security.

Associação Industrial Portuguesa. Departamento de Produtividade, Formação Profissional e Desenvolvimento Tecnológico

Relatório da actividade de formação 86

Lisbon. Coprai, AJP., undated, unpagued.

*Training courses. Enterprises. In-plant training. Youth. Unemployment. Cost of training. ESF. Annual reports. Portugal.*

In 1986 Coprai — Departamento de Produtividade, Formação Profissional e Desenvolvimento Tecnológico da Associação Industrial Portuguesa (Portuguese Industrial

Association Department of Productivity, Vocational Training and Technological Development) — operated in several associated fields. Its training included:

- inter-enterprise activities — 'on the job training' in response to requirements analysed individually, by means of Intervention and Development Programmes designed to meet specific requirements;

- inter-enterprise activities — 'on the job training', designed principally for small and medium-size enterprises but providing training for large enterprises with a high degree of technological development and a

small labour force;

- activities financed jointly by IEFP — 'training in cooperation' with the Institute of Employment and Vocational Training, designed primarily for small and medium-size enterprises;

- activities financed jointly by the EFTA fund and the Banco de Fomento Nacional — 'training in cooperation';

- activities financed jointly by the FSE — 'training in cooperation' with the European Social Fund in response to the challenge of entering the EEC and to provide technical aid to enterprises and other institutions.

## Institutions and organizations

**Instituto do Emprego e Formação Profissional (IEFP)**

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Exmo Sr. Manuel Carvalho da Silva  
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R. Victor Cordon, No 1, 3<sup>o</sup>,  
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Exmo Sr. Prof. De. Raul Rosado Fernandes

**Confederação de Agricultores de Portugal (CAP)**

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1200 Lisbon

Exmo Sr. Eng. Pedro Manuel Ferraz da Costa

**Confederação da Indústria Portuguesa (CIP)**

Ac. 5 Outubro, No 35, 1<sup>o</sup>  
1000 Lisbon

# UK

By:



**British Association for Commercial and Industrial Education**

16 Park Crescent  
 London WIN 4 AP  
 Telephone 01-636 5351  
 Telex 268350 ICSA

**Apprentice training.**  
 IR-RR 354. 22 October 1985 pp. 2-8.  
*Apprentices. Vocational training. Wage rate. Youth. Training schemes. Trade unions.*

Examines how four major industries have revised their apprenticeship schemes; the background to the changes; the implications for the apprentice payment structure; and the

extent to which the revised arrangements have incorporated the Youth Training Scheme into their provisions. It also briefly looks at the union agreements.

**British employers fail the test. Bargaining report,** 48, February 1986, pp. 7-12.  
*Adults. Training market. Technological change. Training-employment relationship. Trade unions.*

Adult training has never been high on the priorities lists of British employers. Now new technology and changes in employment practice mean that adequate training is more crucial than ever if industry is to match foreign competitors. **Bargain-**

**ing report** looks at the woeful state of adult training, examines the extent of bargaining on training, and discusses the initiatives trade unions have taken to increase the availability of training places.

Confederation of British Industry (CBI)  
**Employers, unemployment and the government's special employment measures.**  
*CBI Employment affairs report. January/February 1985, pp. 73-78.*

*Unemployment. Employment policy. Employment creation. Management attitude. Training schemes. Youth. Training policy.*  
 Discusses the results of an opinion poll amongst member firms of the Confederation in which questions

were asked about employers' attitudes to and support for the employment and training measures of the government and in particular their reactions to the schemes themselves.

Farnham, D.: **Training trade unionists in Britain.**  
 Portsmouth Polytechnic (PP)  
**Journal of European Industrial Training** 11(3) 1987, pp. 5-12.  
 ISSN 0309-0590  
*Trade unions. Training. Education. Training policy.*

The TUC has a very wide membership and the potential education and training needs of these members are very large indeed. The TUC is responsible for the majority of this training but operates within a very tight budget with further resources being made available by the DES. A wide

range of training is needed and the TUC appear to have successfully adapted their training strategies to meet membership demands.

Joyce, P.; Woods, A.; Hayes, M.: **The corporate response to YTS — Part 2: Empirical research in the south-east of England.**  
**Journal of European Industrial Training.** 9(4) 1985; pp. 3-8.  
 ISSN 0309-0590

*Youth. Training schemes. Management attitude. Apprenticeship. In-plant training. Employers' participation. United Kingdom.*  
 Reports the results of a survey into the factors influencing the participation of employers in the Youth Train-

ing Scheme, including their usage of other training systems such as apprenticeship or in-company training, their attitude to controlling costs, and their acceptance of the social responsibility of their organization.

<p>Pickard, J.: <b>Bringing learning into the factory.</b>                  Transition. October 1985, pp. 18-21.                  ISSN 0267 8950  <i>Distance study. In-plant training. Management's attitude. Employees'</i></p>	<p><i>attitude. Trade unions. Training courses. Course design. Case studies.</i>                  Describes the open learning projects which have been launched by Austin Rover and ICI to update their staff internally. It studies the attitude of</p>	<p>management, employees and the trade unions to this type of training and briefly describes how the courses were set up.</p>
<p><b>Pick-up seeks partnership in the trade unions.</b>                  Department of Education and Science (DES)                  DES Press Release, 26 February 1986.</p>	<p><i>Training. Social partners. Trade unions. Employers. Education.</i>                  Junior Education Minister George Walden has called for increased cooperation between employers, industry and education in the field of updating and training. He said that</p>	<p>training partnerships between education and both trade unions and professional bodies is a priority for developing the Department of Education's (Professional industrial commercial updating) programme.</p>
<p>Winiarski-Jones, T.: <b>How close is the partnership between industry and education?</b>                  Transition June 1987; pp. 17.  <i>Transition from school to work. Research. Training. Recruitment.</i></p>	<p><i>School-enterprise relationship. Employers.</i>                  Discusses the findings of research conducted by the Polytechnic of Wales recruitment and training Unit. The unit aimed to find out what employers looked for in school-</p>	<p>leavers, and to what extent both employers and schools were building links. The results were disappointing as less than 50% of employers had knowledge of the TVEI and CPVE schemes, and even less considered it to be useful.</p>
<p><b>Whither YTS</b>                  Labour research. October 1984; pp. 253.  <i>Youth. Training schemes. Trade unions. Political parties. Training policy.</i></p>	<p>Discusses the attitudes of the Labour Party and the Trades Union Congress to the Youth Training Scheme and their policy for youth training.</p>	

## Addresses

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 Sheffield S1 4PQ  
 Tel. 0742 75 32 75

**Local Employer Network (LENS)**

UK Network Head Office  
 Provincial House  
 Solly Street  
 Sheffield S1 4BA

**National Economic Development Council (NEDC)**

Millbank Tower  
 Millbank  
 London SW1P 4QX  
 Tel. 01 211 30 00

**Trade Union Congress (TUC)**

23-28 Great Russell Street  
 London WC1B 3LS  
 Tel. 01 636 40 30

**Workers' Educational Association (WEA)**

9 Berkeley Street  
 London W1H 8BY

## Book reviews

The members of the CEDEFOP documentary information network were also invited to furnish

bibliographical references on recent publications in their countries. There follow contributions from Belgium,

the Federal Republic of Germany, Greece, France and Ireland.

## B

### Office National de l'Emploi

Centre intercommunautaire de documentation pour la formation professionnelle

Begon, R.; Lejeune, A.: **Canal Emploi Télévision: 10 ans d'expérience en télévision éducative.** Liège, Canal Emploi, 1987, 30 pp.  
**Boulevard d'Avroy 69-71, B-4000 Liège.**  
*Distance study. Educational television. Adults. Training supply. Train-*

*ing courses. Région Wallonne. Belgium.*  
This booklet is a comprehensive introduction to the educational efforts of Canal Emploi. Essentially aiming at an adult audience in the Liège region, this television station has, over a period of some 10 years, developed programmes informing the

public on employment and the economic situation within the region, the prospects being opened out for training and education and, finally, the open-circuit broadcasting of courses on a variety of subjects such as languages, spelling and computers.

## D



Cramer, G.; Möllemann, J. W.; Schmidt, H.: **Zukunftsaspekte der Berufsausbildung**  
Cologne: Deutscher Instituts-Verlag, 1987, 56 pages  
(Beiträge zur Gesellschafts- und Bildungspolitik, 128)

ISBN 3-602-24878-X  
*Training policy. Quality of training. Training needs. Training research. In-plant training. Further training. Enterprises. Federal Republic of Germany.*  
The papers concern, *inter alia*, aspects

of the quality of initial and continuing training, present and future vocational training policy and the opportunities for linking corporate and educational planning in industry.

## F



Bernoux, Ph.; Cavestro, W.; Lamotte, B., *et al.*: **Technologies nouvelles, nouveau travail**  
Paris: Centre Fédéral FEN, 1987, 135 pp.  
(Centre Fédéral FEN: 6, rue du Cardinal Mercier, 75009 Paris)

*Automation. Technological change. Occupational qualification. Work Organization. Industrial sociology. France.*  
This is the first part of a two-part publication. It is a review of the changes affecting work, while the se-

cond part will be on the response from the educational system. Three themes are taken as points of departure: general trends in qualifications, man's approach to work and the emergence of a collective concept of work.

Le Boterf, G.; Chataigner, Y.: **La formation continue des dirigeants de PME: comment innover?**  
Paris: La Documentation Française, 1987, 83 pp.  
ISBN 2-11-001801-1  
*Small and medium enterprises. Managers. In-plant training. Train-*

*ing experiments. France.*  
Managers of small and medium-sized firms have special training needs to which in-company courses are not always the solution. Commissioned by the Délégation à la Formation Professionnelle, a study has been conducted by Quatenaire Education that maps out new guidelines for

training. In the light of training experiments and field observations, the authors have defined innovations in the content of training and in training methods (alternance, mutual training, exchanges with research centres, etc.).



Sainsaulieu, R.; Monod, N.; Thierry, D.: **Gestion de l'emploi et développement de l'entreprise**  
Paris: La Documentation Française, 1987, 182 pp.  
ISBN 2-11-001740-6  
*Business management. In-plant training. Re-training. Vocational*

*guidance. Surveys. France.*  
A group of experts has been commissioned by the Délégation à l'Emploi to study the introduction and methods of more dynamic job management within enterprises and through public aid for employment and training. Based on a survey of 43 companies,

the report highlights the resources and methods needed to make employers, the social partners and local and sectoral networks more aware of the future-oriented management of employment.

GR

ΠΑΙΔΑΓΩΓΙΚΟ  
ΙΝΣΤΙΤΟΥΤΟ

Pesmazoglou, S.: **Ekapidefsi kai anaptyxi stin Ellada 1948-85: to asymptoto mias schesis (Education and development in Greece 1948-85: the asymptote of a relationship)**  
Athens, Themelio, 1987  
Solonos 84, GR-106 79 Athens  
*Education. Educational policy. Development. State. Economy. Employment. Manpower. Productivity. European Communities. Cost of education. Statistical analysis. Greece.*

This is a book based on a research project conducted during the period 1979-85 by the Research Directorate of the Bank of Greece. It traces the educational policy of Greece since the post-Second World War period and through this it attempts to identify the role of the State which makes use of education in order to fulfil development aims. It consists of six parts: the first deals with related terminology and methodologies; the second presents statistical data on educational expenditures; the third identifies a

number of confusions, overlaps and antitheses of the educational flows and the occupational structures; the fourth determines the links between the educational system and the economy; the fifth attempts to decode the components of the EEC educational policy and, finally, the sixth part presents a criticism of various educational models which have been occasionally proposed and/or applied in Greece with the advice of experts and international organizations.

Kokkos, A.: **O Koinonikos rolos tou technikou lykeiou: ekpaideftikes-epangelmatikes vlepseis katefthyseis ton mathiton (The social role of the technical lyceum: educational-vocational aspirations of the students)**  
Athens, Ministry of Industry, Energy and Technology  
General Secretariat of Research and

Technology (mimeo), 1987.  
Mesogeion 14-18, GR-115 10 Athens  
*Upper secondary education. Technical education. Vocational training. Vocational guidance. Government policy. Questionnaires. Greece.*  
A study investigating the vocational choices made by upper secondary school students with regard to: (a) the corresponding government expecta-

tions for orienting young people to the various post-secondary education streams; and (b) government expectations for the placement of technical lyceum graduates in the various sectors of the economy. Data have been collected from students through suitable questionnaires which have been analysed appropriately to derive their attitudes towards the above concept.

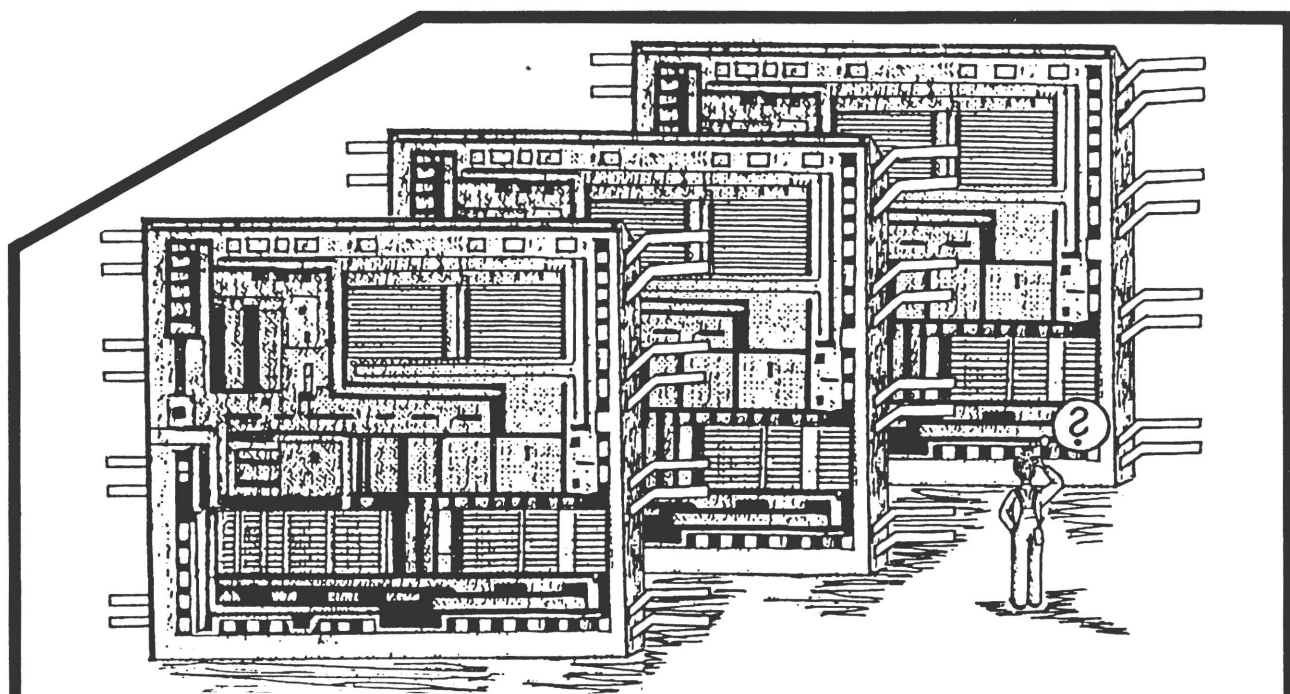
IRL

 AnCO

Smith, S.: **The chemical and allied products industry in Ireland: a sectoral study of the manpower and training needs to 1990**  
Dublin: AnCO, 1987; 158 pp.  
AnCO, PO Box 456, 27-33 Upper Baggot Street, Dublin 4.  
*Social partners. Training initiatives. Training needs. Manpower needs. Skill development. Employment. Management training. Safety training. Technological change. Technical training. Chemical industry. Ceramics industry. Ireland.*

This report provides an up-to-date sectoral profile of the industry in Ireland and the factors which will determine its future growth to 1990. The report was commissioned by the Chemical and Allied Products Industry Training Committee, an advisory committee to AnCO which represents the employer and worker interests in the sector. Forecasts are made of the industry's employment and training needs to 1990, based on a detailed examination of market growth, the impact of

technological developments, research and development and other economic factors. Detailed recommendations, now being implemented by the CAPITC, give guidelines of how training can keep skills in the industry up-to-date and relevant in the face of rapidly changing technology.



## New technologies – a new challenge for vocational training?

*New Technologies are neither good nor bad. It is their application and use in a specific situation which determine whether they are useful or useless, of advantage or disadvantage.*

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*Please write to us if you would like to order the studies. At present the following reports are available:*

**Technological change, employment, qualifications and training**  
 in Danish, English, French and German  
 Catalogue No HX-38-83-427-EN-C

**Women study microcomputer technology**  
 in English, French, German, Italian and Spanish  
 Catalogue No HX-46-86-226-EN-C

**Introduction of artificial vision in manufacturing and inspection work and its training implications**  
 in English, French, German and Italian  
 Catalogue No HX-46-86-622-EN-C

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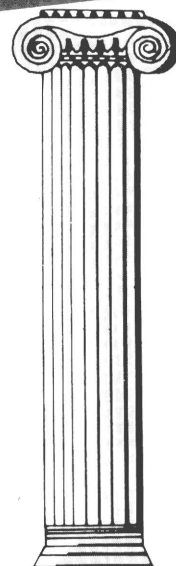
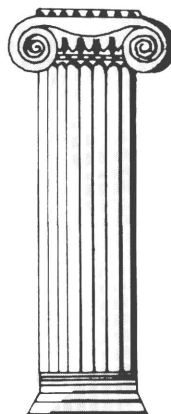
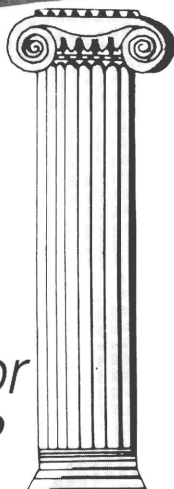
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