

T A S K F O R C E
H U M A N R E S O U R C E S

EDUCATION TRAINING Y O U T H

SYNOPTIC TABLES

INFORMATION AVAILABLE IN THE TWELVE MEMBER
STATES ON CONTINUING VOCATIONAL TRAINING



C O M M I S S I O N O F T H E E U R O P E A N C O M M U N I T I E S

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FORMATION CONTINUE EN EUROPE



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H U M A N R E S O U R C E S

EDUCATION
TRAINING
Y O U T H

SYNOPTIC TABLES
INFORMATION AVAILABLE IN THE
TWELVE MEMBER STATES ON
CONTINUING VOCATIONAL TRAINING

COMMISSION OF THE EUROPEAN COMMUNITIES

FORCE

FORMATION CONTINUE EN EUROPE

1987

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Preface

Acquiring knowledge of the situations and practices in the field of Continuing Vocational Training in the different Member States is a task I asked the Task Force on Human Resources, Education, Training and Youth to undertake in cooperation with the Member States.

The need for this knowledge has become more imperative than ever. Indeed, it fosters the development, as stated in the Maastricht Treaty, of "exchanges of information and experiences on issues common to the education systems of the Member States" (Article 127) and thus the implementation of a vocational training policy responding to the training and qualification needs in the Member States and those in the Community as a whole.

A common conviction unites all practitioners in the economic and social spheres at Community level. Investment in human resources and, in particular, in the training and qualification of employees, is a key element for the success of the Single Market and for the social and economic identity of Europe in the 1990s. It constitutes one of the cornerstones of the competitiveness of the European economy in an increasingly competitive world.

Given this context, I am confident that the Synoptic Tables, supplemented with the description of the training practices of the Member States, will constitute a vital tool, particularly for all those responsible for Continuing Vocational Training. They summarize the latest information available in the twelve Member States on employee training in companies. They provide information on the essentially qualitative changes in progress and thus yield very valuable data on existing arrangements and those being sought in the different countries.

These Synoptic Tables will be regularly updated and disseminated throughout the Community and, with each subsequent publication, will be added to and modified to reflect changes and new developments in the field of Continuing Vocational Training.

Other work in progress in the framework of the FORCE programme will supplement the tables and provide all those in need of information - companies, management and trade unions, training bodies, public authorities and decision-making bodies at Community and national level - with a consistent tool for understanding and analyzing information relating to Continuing Vocational Training :

- The Managing Chart on Continuing Vocational Training which should make comparisons possible between the existing quantitative data and information on continuing training in the different countries;
- The EUROSTAT survey on Continuing Vocational Training in companies which will collect homogeneous quantitative and qualitative data on target groups, costs and arrangements for training employees. It will be a valuable complement to the Labour Force Survey, already in progress;
- The national reports on continuing training and its financing which will provide useful information on existing practices to promote and finance Continuing Vocational Training.

I would like to thank all those who, with competence and conviction, in the Member States and at Community level, have worked on the Synoptic Tables and all the other information tools on training. They are taking part, I am convinced, in an important task. By providing information, they are improving the promotion of Continuing Vocational Training and thus, through the competence of employees and the competitiveness of companies, helping the European Community meet the economic and social challenges of the coming years.

H.C. Jones
Director



Foreword

The Synoptic Tables have been prepared by the Task Force Human Resources with the help of the Force Technical Assistance Office, in collaboration with the Member States.

The aim is to bring together, in a concise and synoptic way, the essential information concerning Continuing Vocational Training of employees in firms in the Member States, according to a classification agreed by all those concerned.

The objective of these tables is to make available for decision makers and for the main vocational training actors throughout the Community, the information provided by the national experts and agreed by the Directors General and the Force Committee.

The synoptic presentation of the information does not mean that the data are comparable. The brief description of the training systems of the Member States and the definition of the key concepts of Continuing Vocational Training relating to these systems, given in the annex, show clearly that each country has its own structure and procedures in the field of Continuing Vocational Training. A good understanding of the tables requires a preliminary knowledge of these systems and key concepts in order to avoid trying to compare that which is not comparable.

The value of these tables is that they provide a good understanding of the actual information available in the Member States, concerning Continuing Vocational Training, and showing, according to a number of common indicators, the situation and developments under way in the national policies and practices for training employees in firms.

The selected indicators or parameters are qualitative or quantitative.

The qualitative ones, relating to strategic issues, set out in the Community Plan, provide a knowledge of the measures specifically designed to improve both the investment by firms in training and the access of their employees to it.

The quantitative indicators give the figures existing in the different countries which are used regularly to measure the training effort.

The group of experts, designated by the Directors General of Vocational Training and by the members of the Force Committee, have the task of regularly updating these tables in such a way that they become a permanent source of information on the Continuing Vocational Training situation in the different Member States. The content and the method of presentation of the tables will need to be adapted in the light of developments in the objectives, priorities and Continuing Vocational Training measures in the Community Plan and in the Member States. The tables will retain the objective of making available, in a clear and comprehensive way, the manner in which initiatives taken in the Member States improve, quantitatively and qualitatively, the investment by firms in training and the access of their employees to it.



History of the synoptic tables

DECEMBER 1988 :

A Community study on the situation and major trends in Continuing Vocational Training in the Member States allows a preliminary summary of general data on employee training to be prepared for each country.

DECEMBER 1989 :

The Directors General for Vocational Training, meeting in Strasbourg, decide to regularly update information on Continuing Vocational Training in the different countries.

JANUARY 1990 :

The Synoptic Tables are produced for the first time. A great deal of information is missing for each country.

APRIL 1991 :

The Directors General for Vocational Training, meeting in Luxembourg, agree to update the Tables.

OCTOBER 1991 :

The Directors General for Vocational Training, meeting in The Hague, highlight the interest in the Synoptic Tables. They call for a permanent group of correspondents to be set up linked to the FORCE programme, responsible for the regular update of qualitative information (developments, legislation, national agreements, etc.) and quantitative information (financing, access, etc.) on national Continuing Vocational Training practices.

APRIL 1992 :

After two meetings of experts and a redefinition of quantitative and qualitative indicators, the Synoptic Tables contain complete data from all twelve Member States for the first time.

A brief description of training practices in the countries as well as a definition of key concepts relating to Continuing Vocational Training supplement these tables to facilitate their reading and understanding.

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SYNOPTIC TABLES
INFORMATION AVAILABLE IN THE
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CONTINUING VOCATIONAL TRAINING

1 - LEGAL FRAMEWORK OR AGREEMENTS ON RIGHTS TO CONTINUING VOCATIONAL TRAINING (30/04/92)

	BELGIUM	DENMARK	GERMANY	SPAIN	FRANCE	GREECE
ACQUIRED RIGHTS	<p>There are no explicit rights under the law of 22/1/85 on educational leave.</p> <p>There are no discussions under way at present.</p> <p>Inter-sector agreements for 1989-90 : 0.18%</p> <p>for 1991-92 : 0.25%</p> <p>Reemployment for groups at risk.</p>	<p>It is for the social partners to negotiate time off work for CVT.</p> <p>The unions demand a general law on a right to time off for training during working time and which is paid for.</p>	<p>Three essential laws on CVT at the level of the State :</p> <ul style="list-style-type: none"> - Law on vocational training . - Law on work promotion. - Law on distance learning. <p>Appropriate laws in each Land only for schools.</p>	<p>Law 8/1980 recognises the right to vocational training during working time.</p> <p>The ways and means by which this is exercised is determined by collective agreements.</p>	<p>The law of 31/12/91 :</p> <ul style="list-style-type: none"> - Obligation for employers to finance CVT - Negotiation on training at branch level - Suppression of the obligation to negotiate at the level of the firm unless an agreement at branch level has not been concluded. - Definition of a pluri-annual programme of training. - Development of apprenticeships and alternance training (Council of Ministers 26/2/92). 	<p>There are some possibilities for training during working time (public sector, banks and to a certain degree in private firms) but these depended on a firm's decision.</p> <p>Employers and workers are engaged in negotiation on this subject.</p>
NEGOTIATING FRAMEWORK	<p>Inter-sector agreements at national level.</p>	<p>In the national plan and in sector and local agreements at the level of the firm.</p>	<p>The occupational sector and trade unions in the renegotiation of collective agreements.</p> <p>In respect of laws, 200 collective agreements have a CVT part.</p>	<p>Under law 8/1980 on the status of workers the practical arrangements for the exercise of the right to training are to be fixed by collective agreement.</p>	<p>The negotiation between all partners is constant in the French CVT system, at the public authorities level (State/Regions) or at the social partners level (Employers/Workers).</p>	
DEFINITION OF RIGHT	<p>Right to paid education leave.</p>	<p>By agreement between the employer and employees.</p>	<p>To give workers, depending on the sector, the right to a minimum number of days training per year.</p>	<p>Article 22 of Law 8/1990 defines the right :</p> <ul style="list-style-type: none"> - authorisation to sit examinations - organization of working day in such a way as to be able to attend vocational training courses - authorisation to take up training with protection of job. 	<p>Right to training.</p> <p>Right to individual training leave.</p> <p>Right to a qualification.</p> <p>Right to careers assessment.</p>	<p>Not very explicit.</p> <p>It would appear that this right establishes the possibility for certain categories of workers (depending on the case) to take part in training measures organised by the employers.</p>

Sources : Commission of the European Communities - Task Force Human Resources with the assistance of the T.A.O. FORCE - FORCE Programme

1 - LEGAL FRAMEWORK AND AGREEMENTS ON RIGHTS TO CONTINUING VOCATIONAL TRAINING (30/04/92)

	IRELAND	ITALY	LUXEMBOURG	NETHERLANDS	PORTUGAL	UNITED KINGDOM
ACQUIRED RIGHTS	<p>There is no legislation in Ireland which entitles employees to CVT. A small number of company agreements apparently specify a particular number of training days to be granted to workers. No discussions are being held at present.</p>	<p>There is no legal right. Some sectorial agreements (Metal and Textiles) have established a right to study and use a time credit over a three years period according to criteria defined in the agreement. Possibility to use time of enterprises for education and vocational training, and vocational partners. The social partners negotiate the amount of this quota to be used for training in working time. By agreement with firms, joint training projects for trade union members of Works Councils. Collective agreements at all levels.</p>	<p>There is no explicit right for CVT in companies under discussion. Training leave (financing and tax deductions for firms and individuals). General law on CVT in preparation.</p>	<p>There is no explicit right but in most of the branches collective agreement grant a de facto right.</p>	<p>- Collective agreements. Laws : - DL 165/85 has set up a technical and financial assistance system - DN 194/91 has defined vocational training assistance in the ESF framework. - DL 401/91 has established a legal framework for vocational training. - DL 405/91 has established links between vocational training and the labour market. - Law has set up vocational training certification in labour market. - Rule on the vocational training access, individual grants for training.</p>	<p>Employers have statutory duty to provide training to ensure health and safety at work. Some occupations regulated by law- employees must be trained as condition of employment. There is a statutory right to training for trade union representatives. Initiative for improving access (Investors in People) with awards to those who meet standards.</p>
NEGOTIATING FRAMEWORK	<p>Either between employers and individuals or under collective agreements.</p>		<p>Tripartite Commission (CES, FORCE, Committee of management)</p>	<p>Negotiation at the level of occupational sectors. 66% of collective agreements contain clauses on training in the form of education leave (1 to 3 days sometimes 8 to 10 days) or the provision of funds for training.</p>	<p>Negotiation at the level of collective agreements, of the "Social Concertation", of the IEPF tripartite management, of the CIME; Interministerial Employment Commission, of the Regional Consultative Councils.</p>	<p>Specific to each firm.</p>
DEFINITION OF RIGHT	<p>What is involved is an agreement, not a right.</p>	<p>There is no legal instrument. Contractual agreements in Metal and Textile sectors.</p>			<p>The right of vocational training figures in the national constitution. Right to individual grants for training. Right to professional skills certification.</p>	<p>It is for employers to determine definition of rights in context of contracts of employment.</p>

* Information in all tables refers only to Great-Britain.

Sources : Commission of the European communities - Task Force Human Resources with the assistance of the T.A.O. FORCE - FORCE Programme

2 - CURRENT CHANGES IN THE FIELD OF CONTINUING TRAINING (30/04/92)

	BELGIUM	DENMARK	GERMANY	SPAIN	FRANCE	GREECE
<p>RECENT LAWS DRAFT LEGISLATION OR CURRENT DISCUSSIONS</p>	<p>1988 constitutional reform introduced a reorganisation of public responsibility for education and training. Since 1991, a part of the 0.25% of the wage bill is committed to the training of groups at risk of unemployment. From 1992, firms will participate financially in the training of their employees in VDAB courses.</p>	<p>Act on Open Education effective since 1990. New law on Adult training grants for employees wishing training to some general qualifications necessary for a good implementation in the job - up to 16 weeks with time off from work.</p>	<p>Training leave adopted by 8 Länder (ex-RFA). Only 1.1% uses the training leave.</p>	<p>Law 1/1986 created a General Council for Vocational Training - a consultative organisation (State and Social Partners) which advises Government on training. New law in Oct 1990 on the general organisation of the education system. This law ensures coordination between VT in the education system and the CVT provided by MTSS. A new Royal decree of Dec 1990 regulates the PlanFIF. In Royal decree of Dec 1990 introduced tripartism at the provincial level. Discussion between social partners and public authorities to reach agreement on scope, policy, financing and methods of CVT.</p>	<p>Circular on tax credits for firms. Training credits for adults seeking work since beginning of 1991. Training credits for workers since Autumn 1990. Law of July 1990 : Right to a qualification. Law of 31/12/91 : right to a career assessment for all workers and creation of assessment leave for all employees. Obligation to finance training for firms with 0-10 employees (0.15% of wage bill). Increase in fiscal obligation for firms with more than 10 employees (1.4% at 1/1/92 and 1.5% by 1/1/93). Creation of a right to training for heads of firms and independent workers. Affirmation of the training function of firms by the development of apprenticeships and other forms of alternance training.</p>	<p>Draft law on the setting up of committees for CVT addressed either to adults or to young people at prefectural, regional and national level. The draft law provides for a new form of cooperation between employers/trade-unions/governmental agencies and local authorities at regional level.</p>
<p>NEW TRAINING CONTENT NEGOTIATING ARRANGEMENTS</p>		<p>Discussion under way in the framework of collective agreements.</p>	<p>The inclusion of training in collective agreements (Tarifverträge) is developed. About 200 collectives agreements take account of training.</p>	<p>Negotiations on vocational training within the framework of the social dialogue (new form of collaboration between employers organisations and trade unions) has established triennial contracts. New forms of collaboration have also been established between the General Council for vocational training and the local communities which are competent in vocational training.</p>	<p>In the national inter-professional agreement of 3/7/91 : - expansion of the quinquennial obligation to negotiate at branch level - details of a triennial training programme - creation of a National Partnership Committee for vocational training,</p>	<p>Agreement concerning the financial contribution by (0.45% of total wage bill) towards the training of workers.</p>

2 - CURRENT CHANGES IN THE FIELD OF CONTINUING TRAINING (30/04/92)

	IRELAND	ITALY	LUXEMBOURG	NETHERLANDS	PORTUGAL	UNITED KINGDOM
<p>RECENT LAWS DRAFT LEGISLATION OR CURRENT DISCUSSIONS</p>	<p>Present levy system in operation since 1989. New system of financial support (SME) since 1990. ITCs (tripartite) which advise FAS exist for sectors of manufacturing and construction with stronger mandate for manpower and training planning. In 1991, two new advisory committees set up for physical and retail/wholesale distribution.</p>	<p>In discussion : specific law on vocational training. In progress : debate between public authorities and social partners on a complete revision of system of continuing vocational training. A number of national collective agreements, and sectoral and company agreements institute joint partnerships for. These partnerships are responsible for defining collective policy and action on training issues.</p>	<p>Law 9/91 : Reforms vocational training and continuing vocational training and confirm the tripartite National Commission on CVT. Draft law: INSTITUT: a second way for social promotion qualifications. Framework law in preparation regularising access, financing and certification dismissal.</p>	<p>Employers have the primary responsibility to provide CVT for their workers but it is not regulated by laws. The Adult Education Framework Act 6/91 is developing the cohesion of state financed adult education. The Vocational Courses Bill is in preparation which aims to establish coherent arrangements for apprenticeship system, part-time secondary vocational education and special training schemes. The breakdown of responsibilities for training of workers between the public authorities and the social partners was defined in 1989 (Joint policy programme) and at the end of 1991 by the convention "Samen Werken aan Beroepsopdrachten".</p>	<p>Vocational training is regulated by law 165/85, a new framework law 401/91 and by other regulations on financing and technical teaching methods. The existence of an Industrial Relations IEPF illustrate the partnership existing between the public authorities and the two sides of industry. Current debates: the framework of VT certification and financing.</p>	<p>1989 : Employment Act put responsibility for training policy under Employment Department. ED Contracts with TECs in England and Wales. Similar arrangements in Scotland.</p>
<p>NEW TRAINING CONTENT NEGOTIATING ARRANGEMENTS</p>	<p>New initiatives underway within certain sectors.</p>	<p>Recent emergence of demand for reorganisation of vocational training with improved rationalisation and coordination. Proposal for reform of the framework law on vocational training.</p>	<p>Particular collective agreement. Creation of an information bank. Development of modular approach.</p>	<p>The national policy sets out to give priority to training within the firm for which reason agreements are being developed with firms and enterprise associations through technical and financial support. Tripartite commissions define contents.</p>	<p>The national policy sets out to give priority to training within the firm for which reason agreements are being developed with firms and enterprise associations through technical and financial support. Tripartite commissions define contents.</p>	<p>NCVQ (National Council for Vocational Qualification) is developing national system of recognised qualifications Around 150 employers based groups involved in development work.</p>

Sources : Commission of the European Communities - Task Force Human Resources with the assistance of the T.A.O. FORCE - FORCE Programme

3 - TRAINING PLANS (30/04/92)

	BELGIUM	DENMARK	GERMANY	SPAIN	FRANCE	GREECE
RECOGNITION	Applies to large firms.	The plan is based on training agreements between firms and representatives of their employees.	Large firms have frequently a training plan. Those with over 1000 employees are able to have a training department. One quarter of firms have a training budget. Training plans are based on agreements in the firms and on contracts of employment and subject to internal consultation.	Few developed in firms and mainly in large and medium enterprises. Those with over 500 employees have a training plan (50 to 60%). Some collective agreements define training plans; in 1990 21% for large firms and about 3% for SMEs. The Works Council may issue an opinion to issue prior of the training plans.	The priority accorded to training by French firms is shown by the high expenditure above the legal requirement (3.14% of the wage bill) in 1990 with important differences between sectors or the size of companies. Training plans are made in firms after consultation with the Works Committees.	A growing number of enterprises are introducing training measures. The representations of employees are informed.
NUMBER OF WORKERS WHO BENEFIT		According to surveys (1990), firms with +200 employees have plans for more than 50% of people concerned; about 25% in firms with fewer than 200 employees.		450,000-500,000 (estimated) employees covered in the public sector each year.		
TYPE OF TRAINING PROVIDED	Large enterprises select people already qualified to have specialised training.	For the qualified and non-qualified workers to meet the needs of companies and employees. The Councils and Commissions with responsibilities for vocational training provide information on courses given in firms.	Increasingly the training is designed to respond to the needs of firms taking into account the characteristics of participants.	Training can lead to vocational or professional qualifications, often achieved through the framework of training leave).	Plans favour action to maintain and develop knowledge (89%) when the training is done under CIF 45% is for personal development.	
NEW DEVELOPMENTS				Means and conditions being considered in negotiations on CVT.		

Sources : Commission of the European Communities - Task Force Human Resources with the assistance of the T.A.O. FORCE - FORCE Programme

3 - TRAINING PLANS (30/04/92)

	IRELAND	ITALY	LUXEMBOURG	NETHERLANDS	PORTUGAL	UNITED KINGDOM
RECOGNITION	Varies between firms. The FAS Levy Grant System assists in setting up training plans in the sectors covered.	Large and medium firms generally have a training plan. The Works Councils are informed.	Certain firms have a training plan (e.g. banks).	Little information on training plans. However, a number of collective agreements contain measures to promote training.	Often for large firms or Associations. Administrative support and financial incentives have been put into effect for firms or employer or employees' associations (recognition by the State through the IEFPP) for implementing plans..	71% of establishments report that they have a training plan. Majority were formal written statements. (Source: research carried out for the ED and reported in 'Skill Needs in Britain-1991')
NUMBER OF WORKERS WHO BENEFIT						
TYPE OF TRAINING PROVIDED	Training is designed to meet companies' needs.	Two types of plans:for management training and for the training of workers. The 150 hour rule helps adults with a low level of initial training or the training of trade unionists in the context of their organisation.			Improving existing skills, retraining, career development.	Management, service sector and technology training are the major areas.
NEW DEVELOPMENTS	The programme of industrial restructuring in the economic development plans takes training needs into account. In 1991 it helped 2000 firms to develop a training plan. Grant support from FAS under the Industrial Training Programme is dependent upon firm's developing a linked business, manpower and training plan.	Cooperation between firms and workers representatives is improving.	Law being proposed has three elements : - Individual development - Education of adults - Continuing vocational training.	There is a tendency for training to be given in free time, acquired by a reduction in the hours of work (e.g. construction and banking sector).	Measures to support the introduction of plans.	Investors In People- A new approach to human resource development in companies initiated by the Government and assessed by TECS in co-operation with local employers.

Sources : Commission of the European Communities - Task Force Human Resources with the assistance of the T.A.O. FORCE - FORCE Programme

4 - SPECIFIC MEASURES ON ACCESS FOR EMPLOYEES (30/04/92)

	BELGIUM	DENMARK	GERMANY	SPAIN	FRANCE	GREECE
TRAINING LEAVE OR AUTHORISED ABSENCE	Paid education leave was established by the law of 22/1/85 in the context of arrangements to promote CVT for workers : either general training or vocational training financed 50% by public authorities and 50% by employers.	ILO Convention 140 has not been ratified. New collective agreements given one week training leave.	ILO Convention 140 ratified on 7/9/76. Training leave is developed by laws in the Länder and by collective agreements. Content may be vocational but aimed specially at developing personnel. Duration : about 5 days.	- ILO Convention 140 ratified - Article 22 of Statute of Workers authorises absence for individual training. The means and conditions of training leave are under negotiation. - Resolution of 3 January 1992 between public administration and social partners on better work conditions, included 40 hours leave to improve vocational skills.	ILO Convention 140 has been ratified. The right to individual training leave (CIF) is set out in the laws of 74,82,84,91. Financed by 0,15% of wage bill and managed by the social partners who choose the participants. The State provides financial help. The employee chooses the course. In 1989 the average duration was 1088 hours.	ILO Convention 140 not ratified. A Ministerial decree of 1/2/88 allows trade unionists the right to 10 days leave for trade union training. Otherwise, the decision gives responsibility to the employer to provide financial help. For training leave decided by the employee the wage is not received.
CO-INVESTMENT (Time/Money)						
INDIVIDUAL SUPPORT PROJECTS		By laws or collective agreements a number of possibilities exist for vocational training for employees.	The participation of individuals in CVT is based on the arrangements in the laws and collective agreements (and also in company agreements) with reimbursement of costs (partly or total).		Presentation of training plan to firm's committee. - Right to training - Right to individual leave for training - Right to a qualification assessment.	
RETRAINING FOR WORKERS THREATENED BY UNEMPLOYMENT	One of the groups at risk in the framework of inter-sector agreements (0.25% of the wage bill) includes workers threatened by unemployment. Development of offer of training (VDAB) for miners needing retraining.	The law on Labour Market training contains a decision on retraining aimed at SMEs.	Possibilities for vocational training offered in the framework of the law promoting employment. Societies of qualification and employment for employees of East Länder.	Law 27/1984 creates Funds for Promoting Employment (Royal decree 335/1984): in collaboration with INEM vocational training courses are organised in favour of workers needing retraining. The Economic and Social agreement of 9/10/84 (Art. 16) initiated a series of tripartite agreements. PlanFIP intervenes to help workers in firms undergoing restructuring.	People helped : - the young to look for first jobs - long-term unemployed - measures on alternance and insertion training for the implementation of the measures.	The law 1892/20 includes a clause for O.A.E.D in its action in favour of firms undergoing restructuring.

Sources : Commission of the European Communities - Task Force Human Resources with the assistance of the T.A.O. FORCE - FORCE Programme

4 - SPECIFIC MEASURES ON ACCES FOR EMPLOYEES (30/04/92) continued

	BELGIUM	DENMARK	GERMANY	SPAIN	FRANCE	GREECE
SPECIFIC MEASURES ON ACCESS FOR WOMEN	<p>Link-up training modules. Specific labour market training for lower level job. Information, guidance and follow-up for women to labour market training for traditional male jobs especially in the metal-working industry. Training in new technologies. Incentives for women with children.</p>	<p>A one year vocational education for unemployed women has been tested with in the Labour Market Training System over the last 2 years.</p>	<p>In very large firms, more and more training policies have been introduced to develop the skills of women. Recently, these regulate the access of women to CVT to help them get qualifications. In new training initiatives there are pilot projects for obtaining additional qualifications and for the re-integration of women into working life. Measures exist to provide incentives for these projects.</p>	<p>In the PlanFIP: -Vocational Training Programmes for women who want to return to work in occupations in which they are under-represented and for the re-employment of women with family responsibilities or with other difficulties in obtaining employment. The programmes have been reinforced in specific VT and employment measures for disadvantaged groups approved after negotiations between the Government and Social Partners in February 1990.</p>	<p>In addition to access under common rights, women benefit from specific measures including: -Training for women with special difficulties; modular approaches to assist their early re-employment. -Pilot programmes for the diversification of vocational progression (routes) for women, launched in 1991. Under the Law of 31/12/91, five-yearly sectoral negotiations must include provision to ensure the equality of access to CVT for men and women. Circular 92/9 of 31/3/92 foresees the integration of arrangements encouraging equality of access to all jobs.</p>	

Sources : Commission of the European Communities - Task Force Human Resources with the assistance of the T.A.O. FORCE - FORCE Programme

4 - SPECIFIC MEASURES ON ACCESS FOR EMPLOYEES (30/04/92)

	IRELAND	ITALY	LUXEMBOURG	NETHERLANDS	PORTUGAL	UNITED KINGDOM
TRAINING LEAVE OR AUTHORISED ABSENCE	ILO Convention 140 not ratified. Some forms of training leave exist in the private sector and especially in the public sector.	ILO Convention 140 not ratified. There are no laws regulating leaves or offering financial incentives. A discussion is in progress for the design of a specific law. Agreement between social partners have been signed since 87.	No training leave exists in the legislation but is given in practice.	The concept of education leave is not enshrined in legislation but is introduced via collective agreements, 66% of agreements have some clauses aimed at promoting training and/or employment.	A policy agreement on VT in the framework of the Social Dialogue has created the possibility of a grant for individual training. The State may provide financial assistance.	No statutory obligation to provide study leave but employers collaborate with employees individually or as part of training packages in particular firms for study leave.
CO-INVESTMENT (Time/Money)						
INDIVIDUAL SUPPORT PROJECTS				When they exist they are determined by collective agreements.	Reduction of hours for student workers. Programmes of grants for individual training. The employment Centres advise employees. Draft law to extend right for skills to be validated.	Private arrangements between individuals or groups of employees with their employer.
RETRAINING FOR WORKERS THREATENED BY UNEMPLOYMENT	FAS assists older unemployed workers to re-enter the workforce by offering re-training courses. However, there is no programme specifically targeted at workers threatened with redundancy.	Based on specific laws and agreements between the social partners.	If needed, a number of measures are laid down by the Employment Foundation.	Many collective agreements contain measures for workers threatened with losing their jobs and for the re-employment of the unemployed. 15% of the training activities from the state financed Employment Agency are directed to workers threatened with unemployment.	National priority; Specific programmes exist for groups in difficulties.	No statutory obligation but Employment Department offers advice to companies where redundancy is threatened and many companies provide counselling for employees in that position.

Sources : Commission of the European Communities - Task Force Human Resources with the assistance of the T.A.O. FORCE - FORCE Programme

4 - SPECIFIC MEASURES ON ACCES FOR EMPLOYEES (30/04/92) continued

	IRELAND	ITALY	LUXEMBOURG	NETHERLANDS	PORTUGAL	UNITED KINGDOM
SPECIFIC MEASURES ON ACCESS FOR WOMEN	<p>FAS runs a number of Return to Work training programmes for women. These programmes are designed to provide women who have left the labour force for a period of time usually to rear a family, with assistance to make a successful re-integration to the world.</p> <p>FAS operates a number of specialised electronics programmes for females already working in the electronics industry to enhance their skills and to facilitate their progression.</p>	<p>Law 125, art 3 "Positive Action to realise the parity in the labour market between men /women. 10% of the roll over fund has to be assigned to women training.</p> <p>Law 215, 25th February 1990 "Positive Action to women work promotion which includes also financial incentives to management and vocational training of manageresses.</p>	<p>Specific training measures on office automation for women who want to re enter the labour market.</p>	<p>"Vrouwenvakscholen" are training projects specifically meant to improve the position of low qualified women, who want to re-enter the labour market. Women also belong to the target groups of other training schemes (like BVL or PBVE) from the employment agency.</p> <p>Furthermore in 14% of the collective agreements women are named as a special target groups as far as training activities are concerned.</p>	<p>DN 65/91 provides for financial help up to 100% of the costs of training in firms for VT in favour of women to levels 4 or 5. DN 67/91 provides for VT actions for women in the framework of self-development.</p> <p>Under consideration, the awarding of merit bonuses for firms or training organisations which develop training for women in firms, their access to supervising jobs and the equal opportunities with men to all jobs.</p>	<p>TECs are charged with responsibility for raising awareness of skills competences in their localities, including encouraging companies to improve the skills of their own workforce.</p>

Sources : Commission of the European Communities - Task Force Human Resources with the assistance of the T.A.O. FORCE - FORCE Programme

5 - SUPPLY, COHERENCE AND EVALUATION OF CVT (30/04/92)

	BELGIUM	DENMARK	GERMANY	SPAIN	FRANCE	GREECE
PROVIDERS	Education for social promotion or under contracts for employees. In large firms training is provided internally and externally : the training "classes moyennes" for small enterprises. The VDAB is for job seekers and workers.	Mostly, CVT is provided by external trainers. These are mainly : - Labour Market training centres - Technics and commercial schools. Also private providers.	Large firms have departments which organise CVT. SMEs make use of external organisations and more and more make common planning arrangements with the external organisations. Training is initiated by : - Firms- : 44% - External providers within training plans : 38.6%	64% of firms with more than 500 employees have their own training departments. Some have training centres. SMEs have created joint centres. INEM develops programmes for the training of trainers.	Firms themselves or training organisations, The market for training in 1989 was divided as follows : - Public 14.12% - Semi-public 8.27% - Private 77.61%	Firm's trainers and external trainers who belong often to private organisations.
NEEDS ANALYSIS	FOREM/VDAB and other public organisations carry out surveys, Arrangements exist between FOREM/VDAB and sectors or firms.	Carried out by Ministries, research institutes, unions and regional research centres.	Inside training plans. BIBB, the Centre for Labour Market Research (IAB), and Universities do studies (evaluation, management of vocational training qualifications).	The Plan of Sectoral Studies (INEM, EC, the social partners and the local authorities) analyses the supply and demand and determines the official catalogue of vocational training and the certification of CVT.	Contract of forecasting studies : studies of skill trends and training by sector.	Many study centres at different levels carry out research (e.g. evaluation needs). For CVT at the workplace, a presupposition for its approval is the proof of that training programmes are necessary.
QUALITY MEASURES	Not normal for CVT. Training for social promotion and "classes moyennes" examines : - the quality of training by VDAB can be measured by the number of placement (70%).	No systematic evaluation of quality. However, union committees and training committees assume responsibilities, results and controls in collaboration with the central training committee of the Ministries.	Firms who organise training control the quality. In Germany, usefull quality measures are discussed. The quality is also determined by the needs of the market, legal requirements and collective agreements.	INEM studies this question, A survey of employment and training needs in firms exists. The evaluation and quality criteria are laid down in the training provided by the public sector and specialist bodies.	Some quality control and national arrangements exist at national and regional level. Contractual requirements. The Law of 4/7/90 defines the habilitation and the minimum requirements for organisations participating in public programmes.	By June 1992, a study evaluating the training programmes within firms is going to start.
CERTIFICATION AND QUALIFICATIONS	The examinations and certificates of Social promotion courses are recognised.	For courses conforming to the law on training, certificates are given by central committees. Work experience can be taken into account for examinations.	The great majority of vocational training is not examined and not certificated. For "promotion training" there are a number of qualifications (by training providers, Chambers regulations, private bodies, sectors ... agreed by the State).	CVT certificates being developed (Directory of vocational certificates) in the framework of sectoral studies. The General Council of vocational training examines the equivalence of qualifications.	Qualification are available through : - diplomas of the Ministry of Education - the National Commission of A wards and Diplomas - Certificates recognised in national collective sector agreements.	No legislation on certification exists.

Sources : Commission of the European Communities - Task Force Human Resources with the assistance of the T.A.O. FORCE - FORCE Programme

5 - SUPPLY, COHERENCE AND EVALUATION OF CVT (30/04/92)

	IRELAND	ITALY	LUXEMBOURG	NETHERLANDS	PORTUGAL	UNITED KINGDOM
PROVIDERS	The providers of continuing vocational training include FAS, private training consultants and in-company trainers no data are available on the proportion of continuing training provided by each of these groups. However, FAS is a major player and provided continuing training for 33,000 in 1991 under the Industrial Restructuring Programme.	80% of CVT is provided by "privates" training centres or by the firms themselves. This internal and external training is not integrated with the systems of regional training.	Not available.	In 1986 : 58% of training was provided internally by firms 42% by external trainers.	Firms are the principal providers with Associations (of employers, unions and professionals offered in 1990, 82% of all training. The Centres of VT provided 18%. For the expenditures provided by firms, 60% was by SMEs.	-In England and Wales; Training and Enterprise Councils (tec's in Scotland) in collaboration with local education and training establishments. -Local colleges of Further and Higher Education in response to individual company requests and national policy. -In general, a free market policy operates (since 1979).
NEEDS ANALYSIS	FAS regularly undertakes research into skill needs. Currently, surveys are being undertaken into the training requirements of each sector of the manufacturing industry. FAS is also developing a manpower forecasting model in association with the Economic and Social Research Institute. The purpose of this model is to forecast occupational trends and skill needs for the period 1992-1996.	The ministry of Labour (ISFOL) and the Regions analyse training and skill needs. Agreements exist between the social partners at regional or sectoral level for such analyses.	A tripartite group exists to assess training needs.	The funds for training and development supports research or finances it. At national level organisations of the teaching profession analyse skill needs.	At the national level, by the MESS and the Planning Ministry. At sectorial level, by the MESS/IEFP. Employers and Unions Associations with the Centres Protocolaires. For qualifications: the Universities, the CFP and private Centres.	1) Conducted by the Department of Employment and published in the annual Labour Market and Skills Trends document. 2) Research undertaken by the National Training Task Force 3) Local analysis by TECs and lecs 4) Sector analysis by ITOs
QUALITY MEASURES	Many of the training programmes provided by FAS are certificated by the City of Guilds of London Institute - is often contingent upon the passing of summations.	Some models have been set up to monitor the quality of training. Law 492/88 gives specific financial incentives to Regional Authorities.	Not available.	According to the Wet op de Erkende Onderwij-instellingen private training institutions can reach a quality standard through recognition of their programmes to be accepted by an audit commission.	Procedures exist for the validation of VT for: the quality criteria of the applications, of training organisations, monitoring progress, the qualifications with a validation by a tripartite jury.	One role of NTTF and ITOs is to monitor and evaluate progress in CVT.
CERTIFICATION AND QUALIFICATIONS	FAS has entered into a joint venture with the City and Guilds of London Institute whereby most of the skill training programmes provided by FAS qualify for joint FAS/City of Guilds certification. FAS is in the process of extending FAS certification to employees in industry: to trainees on the Job-Training Scheme - an in-company based training programme.	Each region decides its own procedures. According to law 845/78, certifications having national legal validity are not provided for.	Certification will be discussed in the framework of the general law on CVT in preparation. Certificates at sectoral level are recognised (e.g. in banks).	The creation of an evaluation system and certification is planned and for qualifications acquired in an informal manner.	Training for new qualifications in training centres is certificated by the IEFP. Training by firms/institutions (new qualifications) use many qualifications or those of IEFP (according to criteria or by validation bodies). The majority of short time VT in firms is not officially recognised.	-Main awarding bodies: City and Guilds NVQs (where available) -Prospective introduction of vocational diploma which bridges the academic/vocational divide (source: White Paper, Education and Training for 21st century) -The main thrusts for development of appropriate or new qualifications come from NVCO/ITO/ITBs.

Sources : Commission of the European Communities - Task Force Human Resources with the assistance of the T.A.O. FORCE - FORCE Programme

6 - NEW FORMS OF PARTNERSHIP (30/04/92)

	BELGIUM	DENMARK	GERMANY	SPAIN	FRANCE	GREECE
PUBLIC AUTHORITIES AND SOCIAL PARTNERS	The 0.18% clause provides for cooperation between FOREM/VDAB, VIZO, sectors and firms who provide training.	Continuing training activities rely on collaboration between the social partners and public authorities. The partnerships have a big influence on the direction, development, administration of the training provided conforming to the law on training for the labour market. Examples are agreements on the right to one week for continuing training, training for health and safety and for union representatives.	Quadrupartite or tripartite partnerships exist between public organisations and the social partners or firms: - Federal level : BIBB, the Federal Employment Office of Labour, regional administrations; action on vocational training by the Ministry of Culture and Science; the Coordinating Group on further vocational training. - Länder : The tripartite Commissions of the Länder on vocational training - Commissions of the Chambers on vocational training.	Royal decree 1618/1990 : (PlanFIP) - Creation of provincial committees of PlanFIP to analyse and execute CVT proposals. - Triennial contracts for employer organisations and trade unions to put into effect PlanFIP, mainly in the financing contentm the quality and planning the supply and demand for training.	- Public authorities (State and regions)/social partners/(employers/ workers). - Involvement of regional communities in the training of the unemployed. - Public authorities/ Sectors/Unions in the framework of sectoral forecasting studies.	
PUBLIC AUTHORITIES AND FIRMS			Pilot schemes are implemented by the State and Länder to promote new initiatives.		Rapprochement between training organisations and firms on alternance training.	
BETWEEN FIRMS						
BETWEEN SOCIAL PARTNERS						
TRANSNATIONAL PARTNERSHIPS	Exchange of experience on training issues and systems between VDAB and firms. Arranging transnational exchanges via training programmes of the EEC.	Partnerships exist at all levels : in the framework of Community programmes and also with the Nordic countries.	With Community programmes and initiatives; with training organisations in Central and Eastern Europe (exchanges, material and assistance).	Partnerships exist in the framework of Community programmes.	Arranging links between the organisations and Community programmes (Comett, Eurotecnat, Force etc...).	With Community programmes and initiatives.

Sources : Commission of the European Communities - Task Force Human Resources with the assistance of the T.A.O. FORCE - FORCE Programme

6 - NEW FORMS OF PARTNERSHIP (30/04/92)

	IRELAND	ITALY	LUXEMBOURG	NETHERLANDS	PORTUGAL	UNITED KINGDOM
PUBLIC AUTHORITIES AND SOCIAL PARTNERS	<p>Manufacturing and construction are represented by Industrial Training Committees -ITCS -(social partners and of Government). The ITCS play an important role in formulating training policy and in the identification of training needs.</p> <p>In 1991, two new Advisory Committees (social partners) representing physical and retail/wholesale distribution were set up.</p> <p>The social partners also exert a strong influence on policy on continuing vocational training through their representation on the Board of FAS.</p>	<p>Law 845/78 : Regular and informal consultations between the regions and social partners. No official cooperative body for defining training policy.</p> <p>Draft constitution for a Higher Council for Training.</p>	<p>Being created : an institute for CVT on which the social partners are represented. Development of partnerships between national and foreign providers of training.</p>	<p>The Convention "Samen Werken aan Beroepsopdrachten" includes a number of agreements such as for basic skills :to allow all individuals to acquire minimum vocational skills through,if necessary, continuing training.</p>	<p>At national level: the Social Dialogue Council (tripartite), the Administrative Council of IEFP, the Interministerial Commission for Employment. At regional level: the Regional Consultative Councils (tripartite).</p> <p>At local level: the CFP Consultative Councils (draft).</p>	<p>National Education and Training Targets endorsed by TUC and TECs/secs..</p>
PUBLIC AUTHORITIES AND FIRMS	<p>A new programme "Local Area Based Initiatives" set up in 12 disadvantaged areas. Its purpose is to provide local retraining opportunities for the long-term unemployed. It will be operated by local management companies consisting of representative of private, community and public bodies.</p>	<p>There are no regulated and formalised organs of cooperation between companies and Public bodies for the definition of continuing training policies and interventions.</p>			<p>All training support based on agreements between the Public Authorities and the companies. The Centres Protocolaires between the IEFP, employers associations and Unions</p> <p>The VT Centres.The IEFP with firms.Agreements with firms for the training of specific groups.</p>	<p>National Education and Training Targets launched by CBI in 1991 developed in consultation with employers and various education and training organisations.</p>
BETWEEN FIRMS		<p>Partnerships exist between firms (e.g. aviation)</p>			<p>Developed through the creation of CFP. For the training of employees of other firms.</p>	
BETWEEN SOCIAL PARTNERS	<p>FAS the National Training Authority of Ireland is currently involved in a number of transnational partnerships in the area of CVT under the EC FORCE programme.</p>	<p>Agreements between employers and employees to create bilateral technical committees to evaluate and make proposals on CVT.</p>		<p>By collective agreements, creation of funds for training (Organisation, financing, encouraging training).</p>	<p>Not generalised but some interesting cases between Trade Unions/ Employers Association.</p>	
TRANSNATIONAL PARTNERSHIPS	<p>Partnerships within the training programmes of the EEC.</p>	<p>Partnerships within the programmes of the EEC.</p>	<p>Partnerships within the programmes of the EEC.</p>	<p>In the framework of Community programmes.</p>	<p>Partnerships within the programmes of the EEC. Between regions or Centres in many countries.</p>	<p>Partnerships within EEC training programmes. CEDFOP international visits for training experts.</p>

Sources : Commission of the European Communities - Task Force Human Resources with the assistance of the T.A.O. FORCE - FORCE Programme

7 - SPECIFIC CVT MEASURES FOR SMEs (30/04/92)

	BELGIUM	DENMARK	GERMANY	SPAIN	FRANCE	GREECE
LEGAL FRAMEWORK OR AGREEMENTS	Decree of 3/1/1991 foresees training and accompanying measures for SMEs and for self employed.	No specified arrangements exist.	SMEs are a target group supported by public funds and pilot schemes on training in new technologies, new apprenticeship methods, on qualification, on financial organisation in favour of the environment and access to CVT.	PlanFIP has sub-programmes aimed at workers in SMEs. INEM has developed some specific training programmes. There include programmes for open and distance learning.	- Regional Aid Councils (FRAC) and a "Ligne d'Innovation Gestion des Entreprises (LIGE). - Specific measure to replace workers in training.	In view of the importance of SMEs, there is interest in developing training programmes in firms.
FINANCIAL MEASURES	The VIZO is responsible for the financing CVT and retraining.				Extension of the responsibility of firms to finance training to firms with fewer than 10 employees (0.15% of wage bill).	An additional incentive is offered to them in case of joint training programmes.
DEVELOPMENTS		The law on labour market training contains a decision on retraining aimed at SMEs.		Since 1987, centres have been created with responsibility for creating a training infrastructure for SMEs.	Creating of a right to training for owners of firms and the self-employed.	They may participate in joint training programmes.

Sources : Commission of the European Communities - Task Force Human Resources with the assistance of the T.A.O. FORCE - FORCE Programme

7 - SPECIFIC CVT MEASURES FOR SMEs (30/04/92)

	IRELAND	ITALY	LUXEMBOURG	NETHERLANDS	PORTUGAL	UNITED KINGDOM
LEGAL FRAMEWORK OR AGREEMENTS	In 1990 FAS established a programme to prepare SMEs for the Single Market.	Some training and advice centres have been developed. Many regional governments have given assistance to help set up groups of experts and technical assistant centres for SMEs.	Not available.	The SSWB (arrangement to subsidise training of workers in enterprises) has an objective to improve the opportunities for employees in SMEs regarding vocational training. Projects receiving subsidies are : - the creation of training plans and infrastructures - the development of courses, advice to entrepreneurs.	SMEs are important in all VT programmes. Priority given to support for technical education, creation of training plans and for inter-firm centres.	There is no universally accepted or legal definition of CVT in the UK and no legal frameworks exist. However, many voluntary agreements exist in SMEs which enable employees to involve themselves in CVT to reach formal qualifications.
FINANCIAL MEASURES	Financial support for training in favour of firms with fewer than 500 workers which provides for subsidies of between 25% and 65% of costs depending in the number of employees.			Finance of SSWB out of financial means of Employment Agency.	Priority to financing CVT. Financial assistance for VT at all levels of to firms.	Funding is provided by a variety of routes but none are statutory. Funding is provided by employers, the State and individuals.
DEVELOPMENTS	Nothing specific for distance learning.	No programme for distance learning. Based on national agreements in 1987 between the Unions and the Chambers of Trade, a Committee is working on the development of training programmes.			Implementations of technical and pedagogical assistance programmes.	An increasing number of links between SMEs and providers of training are beginning to be established. Links between TECs/lecs, ITOs and SMEs are increasing.

Sources : Commission of the European Communities - Task Force Human Resources with the assistance of the T.A.O. FORCE - FORCE Programme

8 - PERSONS COVERED BY CONTINUING VOCATIONAL TRAINING (30/04/92)

	BELGIUM	DENMARK	GERMANY	SPAIN	FRANCE	GREECE	
OVERALL	473,104 persons (mostly employees) were trained either within the framework of the social advancement education system or in the FOREM/VDAB centres, or by small business training bodies.	In 1990, 450,000 workers were trained to meet the need of firms under the Vocational Training Act, the Act of Open Education and other training activities supported by the State or local governments. No information is at the present time available on the number of employees trained on the initiative of firms.	In 1988, some 6,4 million persons took part in vocational training i.e. 18% of the working population.	Exact figures are available only for training operations subsidised by the public authorities, Persons trained in 1990 were : - 286,386 (PLanFIP) - 51,608 apprentices - 304,825 training contracts - 400,000 (estimated) employees of firms (excluding young people following PlanFIP courses Total : 1.042,819 or 6.9% of active population.	About 7.4 million workers were trained in 1989. In 1989 : 21,637 CIF In 1990 : 25,637 CIF of which 13,300 helped by the State.	Number of unemployed persons trained in OAED : 1987 : 7,377 1988 : 20,547 Persons trained in private firms : 1989 : 49,643 1990 : 45,908	
BREAKDOWN BY :	No detailed information available at the moment.	Breakdown of workers trained outside firms (1987) by : <u>Age</u> Unskilled workers Under 25 33% 25-45 54% over 45 13% Skilled workers under 25 20% 25-45 63% over 45 17% <u>Level of education</u> Lower secondary 18.07% Private education 8.95% Higher secondary 37.20% Higher education 35.17% <u>Age (employees)</u> Under 25 14% Over 25 86%	Breakdown by : <u>Age</u> under 35 23% 35-49 20% over 49 8% <u>Sex</u> Participation rate twice as high for men (27%) as for women (24%) <u>Level of education training</u> Higher education 34% Vocational qualif. 48% No vocational training 5% <u>Socio-economic group</u> Public servants 83% High managers 32% Managerial 31% Non manual 20% Skilled manual 16% Unskilled 6%	Breakdown (PlanFIP) by : <u>Age</u> Under 25 48.2% Over 25 51.8% <u>Sex</u> Men 49.4% Women 50.6% <u>Level of education</u> Primary 7% EGB 41% Secondary 39% Higher 13% <u>Work status</u> Unemployed 68.4% Employed 31.6% <u>Sectors</u> Agriculture 5.5% Industry 25.4% Construction 5.2% Services 63.9%	Breakdown (1989) by : <u>Age</u> under 25 731,000 over 25 5.9 million (excluding State employees) <u>Sex</u> Men 63% Women 37% <u>Socio-economic group</u> Engineers + managers 15% Technicians + supervisory staff 25% Skilled and Semi-skilled workers 60%	Breakdown of OAED trainees (1990) by : <u>Age</u> Under 25 16.9% Over 25 83.1% <u>Sex</u> Men 49.3% Women 50.7%	
AVERAGE DURATION OF TRAINING	Average duration : - FOREM training programme (French language community) around 500 hours (1987). - VDAB (Flemish community) 169 to 269 hours per year. - Social Promotion (240hrs-400hrs/year - 1 to 4 years) - Classes Moyennes (VIZO) (66hrs to 450hrs/year - 2 to 3 years)	Usual one to three weeks under the Vocational Training Act (skilled, semi-skilled and unskilled workers), but the modul as system give a possibility for a longer training period, when there is a need. Open Education : 60 to 125 hours per course and a possibility to use more courses as steps in training for certain qualifications.	For half part of participants the training duration is at the most 31 hours. Three quarters of CVT in the framework of the law on work promotion last 4 months or more. Intra-firm training measures one week or less.	The average duration of training under the PLANFIP programme has been increasing : from 215 hours in 1987 to about 300 hours in 1990 For large and medium enterprises : 59 hours a year.	48 hours for training of workers CIF : 1,088 hours 50 hours average for all training	In 1990: environ 300 hours.	

Sources : Commission of the European Communities - Task Force Human Resources with the assistance of the T.A.O. FORCE - FORCE Programme

8 - PERSONS COVERED BY CONTINUING VOCATIONAL TRAINING (30/04/92)

	IRELAND	ITALY	LUXEMBOURG	NETHERLANDS	PORTUGAL	UNITED KINGDOM
OVERALL	In 1989, 42% of persons employed in industry and services (excluding public sector) received some training (21% "off the job").	In 1991 : 910,000 employees (estimated)	In 1989, 2% to 3% of the active population participated in continuing training.	In 1990 about 1000,000 workers took part in training programmes (18% of the working population).	It is estimated that 265,000 persons took part in a training programme in 1990 and 6% of occupied workers.	In 1991 : 14.9% of workers received job related training in a 4 week period (Labour Force Survey). In 1986/87 : Employers provided training for 48% of employees.
BREAKDOWN BY :	No statistics available on age, sex, level of education/training and industry. For manufacturing only (off the job training): - managers 30% - technologists/technicians 46% - craft persons 11% - operatives 13%	No precise statistics available. For vocational training financed by the regions : Agriculture : 44,098 workers Industry : 21,877 workers Services : 64,564 workers	No precise statistics available.	Breakdown by Age Under 25 42% 26-35 31% 36-45 19% 46 + 9% Sex Men 72% Women 28% Level of training Primary 5% Extended primary 26% Average 53% Above average 12% University 5%	For these 265,000 workers in 1990 : Age - 25 87.7% + 25 12.3% Sex Men 73.8% Women 26.3% Proportion of total receiving training by socio-economic group : High managers 28% Managers 25% Qualified workers 47% Sector Industry (transport) 51% Services 38.9% Agriculture 5% Others 5.1%	Proportion of group receiving training. Breakdown by : Age 20-24 18.9% 25-34 16.5% 35-49 13.9% 50-64 7.9% Sex Men 14.7% Women 15.0% Socio-economic group Professional 27.1% Intermediate 25% Skilled non-manual 14.7% Skilled manual 10.3 Partly skilled and unskilled 6.3% Proportion of total receiving training by socio-economic group Professional 10.8% Intermediate 40.0% Skilled non-manual 25.5% Skilled manual 14.9% Partly skilled and unskilled 8.8%
AVERAGE DURATION OF TRAINING	7 days for "off the job" training.	For regional CVT 257 hours per year. In firms and training centres : 28 hours a year.	Varying between 1 and 5 weeks.	Average duration : Internal courses: 58 hours External courses : 122 hours.	Average duration is 132 hours. Training actions under community financing, average duration of actions : 169 hours.	1986/87 : 8.8 days for newly recruited workers : 5.4 days for existing employees.

Sources : Commission of the European Communities - Task Force Human Resources with the assistance of the T.A.O. FORCE - FORCE Programme

9 - FINANCING OF CONTINUING VOCATIONAL TRAINING (30/04/92)

	BELGIUM	DENMARK	GERMANY	SPAIN	FRANCE	GREECE
FINANCING ARRANGEMENTS (In order of importance)	<p>The public authorities finance :</p> <ul style="list-style-type: none"> - social advancement education; - FOREM/VDAB training programmes - training programmes for the small businesses sector <p>There are sectoral funds (for the building and banking sectors) and funds established by large firms to finance in-firm training.</p> <p>Firms finance inter-sectoral agreements : 0.25% of the wage bill for reemployment of groups at risk (jobs and training).</p>	<p>Adult vocational education:</p> <ul style="list-style-type: none"> - By the Ministry of Labour (in cooperation with the social partners) operated under the Vocational Training Act-courses for skilled, semi-skilled and unskilled workers. Financing is by the state from a fund contributed to by all employers and all employees, but some special courses are part funded (50-100%) by the user (the firm). - By the Ministry of Education and Research (advised by the social partners) under the Act of Open Education . Approximately 80% of funding by the State and 20% by the user. 	<p>Worker training is mainly financed by the employers. Grants for vocational training in the framework of the law are financed equally by workers and employers topped up by the State.</p> <p>The Federal Employment Office in financing training intervenes at the level of the individual. Only DM 12.1m of institutional support out of a total budget of DM 6,500m (1990).</p> <p>The Federal Employment Office finances retraining and training for the unemployed.</p> <p>Many workers finance their own training outside working time</p> <p>The länder and local authorities also provide funding in line with their own priorities.</p>	<p>Financing of worker training under the PlanFIP via a national fund (0.7% of the wage bill- 0.6% borne by companies and 0.1% by workers).</p> <p>Important role played by ESF in training to help SMEs adapt to technological change and for managers (co-financed by State and ESF).</p> <p>In large firms assistance for adaptation is partly financed by the State.</p>	<p>Firms pay for the training of their employees. The State may assist them within the framework of various forms of agreement and via the National Employment Fund. A subsidy is also paid towards the cost of individual training leave and training credits for workers.</p> <p>An important role is played by joint employer/employee organisations.</p> <p>Training for the unemployed is financed largely by public authorities.</p>	<p>Since 1988, firms have been required to devote 0,2% of their wage bill to the training of employees. It concerns another self-financed training programme wholly financed by firms throughout their own contributions to OED (0,2% on wages and salaries) and managed by OED.</p> <p>In 1991, a collective agreement between the Social partners increased this to 0,45% of the wage bill but rest to be agreed by the law.</p>
FINANCIAL INCENTIVES	<p>At the VDAB/FOREM trainees looking for work receive FB 40 per hour while training plus travel costs.</p> <p>Tax deductions possible for firms in the framework of employment training contract.</p> <p>Lump sum of FB 10,000 for the long-term unemployed after they have had six months training.</p>	<p>Indemnity for loss of earnings when participating in certain types of training. There are also grants for CVT.</p>	<p>Tax deductions possible for firms and workers (subject to a ceiling in the case of workers).</p>	<p>The INEM subsidises CVT by firms whose training plans are approved by associated centres as well as part of the wage costs of hours spent on training during working time.</p>	<p>Tax deductions are possible for enterprises. Partial financing to supplement training in enterprises in the framework of committed training developments. Firms are able to call on the regional assistance funds (FRAC) and on the "Ligne d'Innovation Gestion des Entreprises" (LIGE).</p>	<p>The 0,2% contributions of enterprises is returned to them when they implement training programmes.</p>

Sources : Commission of the European Communities - Task Force Human Resources with the assistance of the T.A.O. FORCE - FORCE Programme

9 - FINANCING OF CONTINUING VOCATIONAL TRAINING (30/04/92)

	IRELAND	ITALY	LUXEMBOURG	NETHERLANDS	PORTUGAL	UNITED KINGDOM
FINANCING ARRANGEMENTS (In order of importance)	<p>The majority of training is self-financed by enterprises.</p> <p>Firms in manufacturing, construction and motor trades are subject to a levy system - a non-refundable levy of (usually) 0.1% of pay-roll.</p> <p>Firms who do not maintain a satisfactory training system must pay a further 0.9% of pay-roll to FAS.</p> <p>In construction and engineering the minimum levy is 0.25% of pay-roll.</p>	<p>Two ways of financing CVT :</p> <p>1) Firms pay either directly for their own training (international or external) or indirectly with help from public funds (roll-over funds)</p> <p>2) Co-financing by the "roll-over" funds, ESF and firms as follows :</p> <p>Centre Nord : Funds 40% ESF 40% Firms 20%</p> <p>Mezzogiorno : Funds 40% ESF 50% Firms 10%</p> <p>There is no specific public fund for CVT.</p>	<p>Firms pay for the training of their employees.</p> <p>Public authorities fund : - retraining and advanced training courses; - general courses; - training initiatives for firms organized by the Chambers of Trade.</p> <p>Financing : State, Firms, Employees.</p>	<p>Firms pay for the training of their employees.</p> <p>The State : - finances training of the unemployed and those threatened by unemployed - provides subsidies and financial help for firms and workers - finances part-time secondary and higher vocational education which is often followed by workers, which therefore can be seen as financing training of workers.</p>	<p>Firms pay for the training of their employees.</p> <p>The State subsidises the training of the least qualified workers.</p> <p>For companies which have employment difficulties, the trainings implemented between 1990-93, are financed by ESF/State/Companies. All qualifications and sectors are taken into account.</p> <p>For short training actions, these SME's finance it all.</p>	<p>Firms responsible for major costs of training their employees.</p> <p>Government contributes to the cost of training for : - long-term unemployed - unemployed with special needs - those returning to the labour market - young people entering labour market.</p> <p>Government contributes to the cost of education and training support e.g. open learning.</p>
FINANCIAL INCENTIVES	<p>Resources allocated to training by firms are tax-deductible.</p> <p>Subsidies for SMEs in manufacturing and internationally traded services for training to prepare for single market.</p>	<p>There are some public funds for innovative, restructuring and retraining objectives, which include finance for training. There are particular incentives for training in Mezzogiorno.</p> <p>For firms, exemption of about 30% of social charges in case of young people with an employment/training contract.</p>	<p>On a case by case basis : 50% by Ministry of Labour and 50% by firms for workers in precarious job.</p> <p>Ministry of Education, firms and workers contribute a variable percentage.</p> <p>Legal framework for financing being prepared; operational in 1993/94.</p>	<p>To promote training by enterprises the public authorities give subsidies and financial help to enterprises, notably in SME and to workers.</p> <p>Tax deductions possible for expenditure on training incurred by firms.</p>	<p>IEFP subsidises continuing training in firms.</p>	<p>New measure in 1991 : Tax relief for individuals paying for training leading to qualifications.</p>

Sources : Commission of the European Communities - Task Force Human Resources with the assistance of the T.A.O. FORCE - FORCE Programme

10- EXPENDITURE ON CONTINUING VOCATIONAL TRAINING (30/04/92)

	BELGIUM	DENMARK	GERMANY	SPAIN	FRANCE	GREECE
OVERALL AMOUNT OF EXPENDITURE	BFR 4,685 m for public expenditure on adult vocational training (MECU 111.5)	In 1990 : Total expenditure DKR 6000m or 756 MECU.	DM 35,305m (1988) i.e. MECU 17,390	PTA 162,380m in 1990 (i.e. MECU 1,270) which relates to activities managed by the MITSS (*) and public authorities and local organisations financed by the ESF. Expenditure by PTA 62,000m (Estimated for large and medium enterprises)	FF 53,000m in 1989 for training the employed population : FF 90,000m if all training is included. A total of MECU 12,850. The estimated total expenditure in 1990 is FF 99,300m	In 1990, expenditure on training within firms financed by ESF and managed by OAED amounted to DR 29,300m (i.e. MECU 3,066)
EXPENDITURE						
State	In 1990: State : BFR 4685m	In 1990: State : DKR 2900m	In 1991 : BFA(*) : DM 11,300m Lander/Communes : DM 3,200m In 1988 Enterprises : DM 26,200m	In 1990 : State : PTA 138,358 m(1) Autonomous and local authorities : PTA 23,922m (2) Enterprises : PTA 62,000m (1) Includes participation of ESF (2) Only action co-financed by ESF	In 1989 : State : FF 42,100m including FF 21,000m for working people in employment Regions and other local authorities : FF 4,800m Enterprises : FF 37,600m Individual : FF 1,500m ESF : FF 500m	In 1990 : For training within firms, managed by OAED State : DR 8,800m Enterprises : DR 9,800m ESF : DR 10,700m
Regions/Community						
Enterprises						
E.S.F.						
Employees						
PERCENTAGE EXPENDITURE IN RELATION TO :						
- GDP	0.08% of GNP	1% of GNP in 1990.	Public authority expenditure : 0,13% of GNP.	0.44% of GDP in 1990.	1989 : 1.3% of GDP 1990 : 1.5% of GDP	1989: 0.32% of GDP 1990: 0,28% of GDP
- Wage bill	1.4% of wage bill.				1989 : 2.89% of wage bill 1990 : 3.14% of wage bill	1989: 0,78% of wage bill 1990: 0,67% of wage bill
GENERAL TRENDS IN EXPENDITURE	Average growth : 5.4%	Expenditure increasing.	Very strong growth : expenditure by firms has risen from 2,100 Mtd in 1970 to DM 26,200 Mtd in 1988.	Expenditure increasing. The financing of CVT is one of the issues being discussed in the debate under way on CVT.	Upward trend : In 1972, FF 5,000m-0,5% of GDP - 1,3% of wage bill. After slowing down between 1978 and 1982 growth has accelerated since 1983.	Very strong growth in public and private expenditure on training of employees managed by the OAED. Expenditure has increased from DR 7,741m in 1988 to DR 29,333m in 1990.

Source : FOREM/VDAB

Source: AMS

M.T.S.S = Ministry of Employment and Social Security
Source : DFP

Source : OAED

Sources : Commission of the European Communities - Task Force Human Resources with the assistance of the T.A.O. FORCE - FORCE Programme

10 - EXPENDITURE ON CONTINUING VOCATIONAL TRAINING (30/04/92)

	IRELAND	ITALY	LUXEMBOURG	NETHERLANDS	PORTUGAL	UNITED KINGDOM
OVERALL AMOUNT OF EXPENDITURE	In 1989, IRL 215m by firms and IRL 43m by the State - i.e. ECU 336m (some double counting).	In 1991, overall expenditure was reportedly around LIT 8,000,000m i.e. ECU 5200m.	No exact figure for total expenditure but public authorities appear to bear main portion of training expenditure.	For 1988 : about HFL 6,500 m (i.e. MECU 2,800)	In 1990, ESC 34000 m (i.e. MECU 189)	1986/1987 : UK£ 16,200m (i.e. MECU 23,224)
EXPENDITURE :						
State	In 1989 : State : IRL 43m Enterprise : IRL 215m (some of this expenditure is provided by the ESF)	In 1991 : State : LIT 1,700,000m Regions : LIT 1,100,000m ESF : LIT 1,900,000m Enterprise : LIT 3,000,000m Employees : LIT 300,000m	In 1987 : State : FLux 170m of which FLux 90m for training of wage-earners and FLux 80m for training and integration of young people and the unemployed In 1988 : State : FLux 183m In 1991 : State : FLux 50m	In 1991 : State : HFL 1,500m Enterprises : (except public sector: education, health...): In 1986: HFL 2,200m In 1990: HFL 3,000m	In 1990 : State : ESC 5,600m Enterprises: ESC 17,900m ESF : ESC 9,750m	States and regions : In 1986/87 : UK£ 2,200m In 1988/89 : UK£ 3,200m In 1986/87 : Employers : UK£ 13,500m ESF : UK£ 100m Individuals : UK£ 400m
PERCENTAGE OF EXPENDITURE IN RELATION TO :						
GDP	1% of GDP in 1989.	In 1991, 0.8% of GDP for total expenditure.		In 1988 : 1.4% of GNP. In 1986 : Roughly 1.5% of wage mass 2.5% for large firms In 1990: 1.7% of wage mass 3.2% for large firms	In 1990 : 0,4% of GDP for public expenditure on training. In 1990: Expenditure represented 1.1% of wage bill.	Approx. 4% of GDP.
Wage mass	1.8% of wage bill.					
GENERAL TRENDS IN EXPENDITURE		Despite a growth in public expenditure in 1989 and beginning of 1990, it is now constant; a lower percentage for public expenditure and an increase by firms.	In-service training within firms showing steady growth. The CVT budget of the vocational training service is a significant development.	Trend in expenditure in relation to DGP : 1986 : 1% 1990 : (provisional) 1.2%	Continuing training within firms growing rapidly. Between 1988 and 1990 expenditure rose by 37%. For 1991, the tendency is 35%.	Continuing training of workers is increasing. Increase in Government expenditure on training from UK£ 464m in 1979/80 to UK£ 2.697m in 1990/91.

Source: FAS

Source : ARTES

Source:Ministère de l'Education Nationale

Source : Ministère de l'Education et de la Science

Source : IIEFP

Source : Department of Employment

Sources : Commission of the European Communities - Task Force Human Resources with the assistance of the T.A.O. FORCE - FORCE Programme

B E L G I U M



Description of continuing vocational training

BELGIUM

1. LEGISLATION/ AGREEMENTS CONCERNING VOCATIONAL TRAINING.

Vocational training in Belgium qualifies as extended compulsory education. In fact, the law of 29 June 1983 stipulates that all young people must attend school until the end of the school year in which they reach 18 years of age.

Full-time compulsory schooling applies until the age of 15 or 16 years.

Young people who do not attend the first two years of secondary education are also obliged to attend school until the age of 16.

There are four possibilities:

- a. The young person may attend full-time secondary education (technical or vocational secondary education) for 36 hours of courses per week 40 weeks a year;
- b. The young person may follow approved training courses such as those organized by the VIZO/IFPCM (a minimum of 360 hours of courses per year for young people aged 15 years and a minimum of 240 hours of courses per year for young people aged 16-17);
- c. The young person may follow courses within the part-time education system (15 hours of courses per week 40 weeks a year) and may devote the rest of his time to work, preferably as part of an alternance training scheme;
- d. The young person may conclude an industrial apprenticeship contract with an employer (under the law of 19.07.1983, amended by the law of 24.07.1987).

Besides the various types of vocational training organized within the framework of extended compulsory schooling, there are also numerous types of vocational

training likely to be followed after the period of compulsory schooling has ended:

- e. Education for Social Advancement (adult education) is, to a certain extent, the same as education for young people as far as its structures, contents, funding and organizational bodies are concerned.
It offers courses which fulfil both cultural and professional needs. Education of this kind is given over a reduced timetable in comparison with the timetable for full-time education.
These part-time courses, which lead to the obtaining of qualifications, offer either long-term training lasting 2, 3 or 4 years, or short-term training in modules lasting 20 to 40 weeks.
- f. Training for entrepreneurs organized in VIZO and IFPCM centres.
Centres of Continuing Training for managers offer preparatory courses for entrepreneurs in commerce, the crafts industry, the services sector and small industry.
The institutional framework around them is identical to that for apprenticeships and is governed by the Communities.
These courses, which lead to a qualification providing access to certain professions, last 2 or 3 years and cover aspects of the profession as well as the management of small and medium-sized enterprises.
Further training for self-employed workers and their close associates is also provided by the centres offering adult training for managers. Study days and seminars respond to the sporadic needs of self-employed workers in a particular region.
- g. Vocational training for adults at the Flemish Office of Employment and Vocational Training (VDAB) and the (French) Community and Regional Office for Vocational Training and Employment (FOREM) also belong among the Community institutions.

These organizations, which are primarily oriented towards the labour market, contribute to the professional reintegration of job seekers and the qualification of workers according to company needs.

Consequently, great flexibility is essential and it is made possible by the fact that decisions are taken jointly.

Furthermore, the law provides for the creation and management of training centres and various methods of cooperation with public bodies and private companies. This implies that training programmes are designed in close collaboration with the business world.

After selection, the trainees participate in the scheme best suited to their professional goal, hence the varying durations of training - ranging from a few hours a year to full-time.

The training schemes are modular, tailored to individual needs and oriented towards the realities of professional life. Direct management centres, the main designers of training schemes, offer orientation training, basic training and further training;

- h. Industrial apprenticeships (for people over 18 years of age):
 - individual dispensations granted by the Joint Training Committee;
 - group dispensation granted jointly until the age of 21 years (Royal Decree no. 482);
- i. Training organized in sectorial training centres;
- j. Training in companies.

2. CONDITIONS OF ADMISSION FOR WORKERS.

Any person who wishes to take part in a training scheme organized by the VIZO/IFPCM or the VDAB/FOREM or receive education for social advancement must have concluded their compulsory schooling.

Admission to a given level is based on previous training, professional experience and an entrance examination.

3. THE FUNDING OF VOCATIONAL TRAINING.

Social advancement education and the training schemes offered by the VDAB/FOREM and VIZO/IFPCM are funded by the public authorities.

In 1992 and in the future, companies shall be obliged to pay for training provided by the VDAB for their employees.

People following education for academic advancement pay BF 10 per hour for their course. The VIZO and IFPCM centres require payment of registration fees for the training of entrepreneurs and for continuing training. Each centre is a non-profit-making association (ASBL) which autonomously determines the amount to be paid.

There are sectorial funds (in the construction sector, banking sector, etc) and funds created by large enterprises for financing training of employees inside companies.

Definitions and key concepts

BELGIUM

TRAINING FOR SOCIAL ADVANCEMENT

Through evening classes and weekend courses for adults in Belgium, organized within the framework of education. General and vocational training courses, as well as language courses, are available.

TRAINING COURSES FOR MANAGERS

A coherent system of continuing training for (prospective) entrepreneurs in charge of small and medium-sized companies and their closest associates. This system consists, on the one hand, of two phases of basic training, i.e. tuition and entrepreneurial training and, on the other hand, of final training, continuing training and individual guidance. Training programmes of this kind concern both business management and technical aspects of business and are based on a pedagogical model in which practical training within the company is integrated with courses and seminars in the training centres.

(ACCELERATED) CONTINUING VOCATIONAL TRAINING

Intensive, short-term, modular, practice-oriented vocational training aimed at beginners and the requirements of individual participants and the needs of the labour market. During training of this kind, use is made of practical assignments which are carried out under extremely realistic conditions. Training of this kind is aimed at job-seekers and employees and is provided in Belgium by the VDAB and FOREM.

PAID LEAVE FOR TRAINING

Leave for employees to participate in a training course without loss of either salary or entitlement to social security.

CONTRACT TRAINING

Training for company employees provided by schools within the framework of training for Social Advancement at the request of the company and based on company requirements.

SOURCES :

- AT NATIONAL LEVEL
- NATIONAL INSTITUTE FOR STATISTICS (NIS/INS)
- BELGIAN INSTITUTE FOR INFORMATION AND DOCUMENTATION (INBEL)
- FLEMISH COMMUNITY
- DEPARTMENT OF TRAINING, MINISTRY OF THE FLEMISH COMMUNITY
- FLEMISH OFFICE FOR JOB MEDIATION AND VOCATIONAL TRAINING (VDAB)
- FLEMISH INSTITUTE FOR INDEPENDENT COMPANIES (VIZO)
- SOCIO-ECONOMIC COUNCIL OF FLANDERS (SERV)
- HIGHER INSTITUTE FOR EMPLOYMENT (HIVA)
- FRENCH-SPEAKING COMMUNITY
- COMMUNITY AND REGIONAL OFFICE FOR VOCATIONAL TRAINING AND EMPLOYMENT (FOREM)
- INSTITUTE OF CONTINUING TRAINING FOR THE MIDDLE CLASSES AND SMALL AND MEDIUM-SIZED ENTERPRISES (IFPCM)
- INSTITUTE OF ERGONOMICS, CATHOLIC UNIVERSITY OF LOUVAIN (UCL)

ABBREVIATIONS :

- FOREM: COMMUNITY AND REGIONAL OFFICE FOR VOCATIONAL TRAINING AND EMPLOYMENT
BD DE L'EMPEREUR, 3
1000 BRUXELLES
TEL.: 502.51.41
FAX: 502.54.74
- VDAB: FLEMISH OFFICE FOR JOB MEDIATION AND VOCATIONAL TRAINING
KEIZERSLAAN, 11
1000 BRUXELLES
TEL.: 502.50.01
FAX: 502.54.74
- VIZO: FLEMISH INSTITUTE FOR INDEPENDENT COMPANIES (VIZO)
- IFPCM: INSTITUTE OF CONTINUING TRAINING FOR MANAGERS AND SMALL AND MEDIUM-SIZED ENTERPRISES
- OSP: TRAINING FOR SOCIAL ADVANCEMENT
- SME: SMALL AND MEDIUM-SIZED ENTERPRISES
- DEPARTEMENT VON ONDERWIJS :
MOLENSTRAAT 22
8904 LEPER-BORZINGE
TEL.: 057/48.84.42
FAX: 219.70.26

D E N M A R K



Description of continuing vocational training

DENMARK

LEGISLATIVE BASIS AND COLLECTIVE AGREEMENTS CONCERNING CONTINUING VOCATIONAL TRAINING

Denmark enjoys a relatively long tradition of legislation in the area of continuing vocational training as far as opportunities to participate in continuing vocational training are concerned, but there are no rights in this respect which are governed by law. The existing opportunities for continuing vocational training which are governed by law are based on legislation proposed by the Ministry of Labour on the one hand and by the Ministry of Education on the other. Lastly, it should be mentioned that the Ministry of Culture has prepared a bill concerning subsidies for training adults and time off to participate in continuing training in general.

An important part of all continuing vocational training in Denmark is governed by the 1985 law on vocational training and is based on very close cooperation between the partners on the labour market, the aim being to guarantee that the training on offer corresponds at any particular time to the needs of companies, individuals and the community in general.

Public sector employees do not fall under the scope of this law. Training in the labour market currently consists of training for specialised workers, among others, the regulation of special retraining programmes, introductory vocational courses for young people and adults, the (long-term) unemployed and including women and immigrants.

The objective is to give specialised workers and specialists, among others, access to short-time courses which will enable them to keep up to date with their vocational speciality and to extend their qualification within the framework of technological advances and the development of the labour market.

Training programmes (courses) are avail-

able to all persons over 18 years of age who are seeking an occupation in the branches or sectors concerned. They receive remuneration equivalent to the top amount allocated by the unemployment fund to which the course participant has applied or would be eligible to apply.

The 1985 law on continuing training (law 271) of the Ministry of Education aims at stimulating the development and implementation of vocational in-service and advanced vocational training within the framework of close local cooperation between the business sector and training institutions.

The target group comprises non-university employees, technicians and other individuals employed in the private sector or who are unemployed. This target group includes, among others, the self-employed, entrepreneurs and spouses who either help out at work or who work from home. The participants must be over 25 years of age or have been active on the labour market for at least three years.

The law on open training of 24 May 1989 governs vocational training for adults and aims at increasing the opportunities for individuals to improve their qualifications on the labour market by way of personal commitment during their free time.

Agreements have been reached at national level between the main organisations involved in the labour market, and at the level of the various sectors and professions between employers' and employees' organisations. The aim of these agreements is to guarantee the right to access to various forms of continuing training in Denmark. For instance, in 1991 agreements were reached in various sectors aimed at granting the right to one week of continuing training per year.

Furthermore, especially within large firms, agreements have been reached at the local level between the firms and employees' organisations, directed at participation in continuing training.

DEFINITION OF CONTINUING TRAINING IN DENMARK

In Denmark, the definition of continuing training is very broad and includes all forms of continuing vocational and general training involving the participation of adult employees and constituting the extension of a possible basic vocational or advanced training course.

FINANCING

Fund for continuing vocational training -AUD

Under law 614 of 21 December 1983, which took effect as from 1 April 1984, a fund was set up for continuing training on the labour market, administered by the Ministry of Labour (Labour Market Directorate) and aimed at covering the expenses of continuing training on the labour market by means of grants provided by employers and employees.

The fund covers 100% of expenses incurred for courses of continuing training and up to 50% of expenses incurred for individual training adapted to specific firms, insofar as these training courses are implemented in accordance with the law on training courses for the labour market. Moreover, the fund covers the cost of the course and transport costs, etc. required for employees' participation in continuing training courses.

Public funding.

The continuing training courses offered in accordance with the law on continuing

training (law 271) are funded by the State and the funds are initially used for developing new forms of vocational training and reducing the expenses incurred by participants in the continuing training courses in accordance with this law.

The continuing training courses offered in accordance with the law on open training are funded by the State and involve the institutions offering open training to adults receiving a fixed subsidy per student per year. The institutions concerned may also charge a participation fee equivalent to 20% of the costs incurred.

Funding continuing training within the framework of collective agreements.

It has been agreed between the main organisations involved that financial means would be set aside for a training fund, comprising a fixed amount of the hourly wage in Danish øre intended for training within the trade union movement and aimed at enhancing the job security and training of elected representatives.

Furthermore, agreements have been concluded within a large number of sectors, aimed at earmarking the funds constituted on the basis of either a proportion of the salary or a percentage of the total salary for measures enabling continuing training.

Finally, there are agreements at company level concerning continuing training, under which the employers pay the costs of participation therein.

Definitions and key concepts

DENMARK

Labour Market Training Courses.

The AMU-system - Labour Market training System - includes programmes for semi-skilled and skilled workers, technicians, supervisors, retraining and courses for un-employed persons (according to the law on Labour Market Training).

The Ministry of Labour is responsible for the over all administration, and the training takes place at AMU-training schools and technical colleges.

The courses are taken in the working time, and each course can be part of a coherent modular system, and are completed with a certificate. Beside the normal courses, companies can order tailor-made courses. The Social partners (branchcommittees) are, according to the law, responsible for qualification targets and the content of the training courses.

Vocational Part-time Courses.

Adult education courses - part-time and single-subject courses - (according to the act on Open Learning) offer possibilities for taking qualifying part-time courses after working hours. These courses comprise single-subject courses from diploma-course programmes and some vocational education. The ministry of Education is responsible for the content, and the courses are provided by the trade- and business schools.

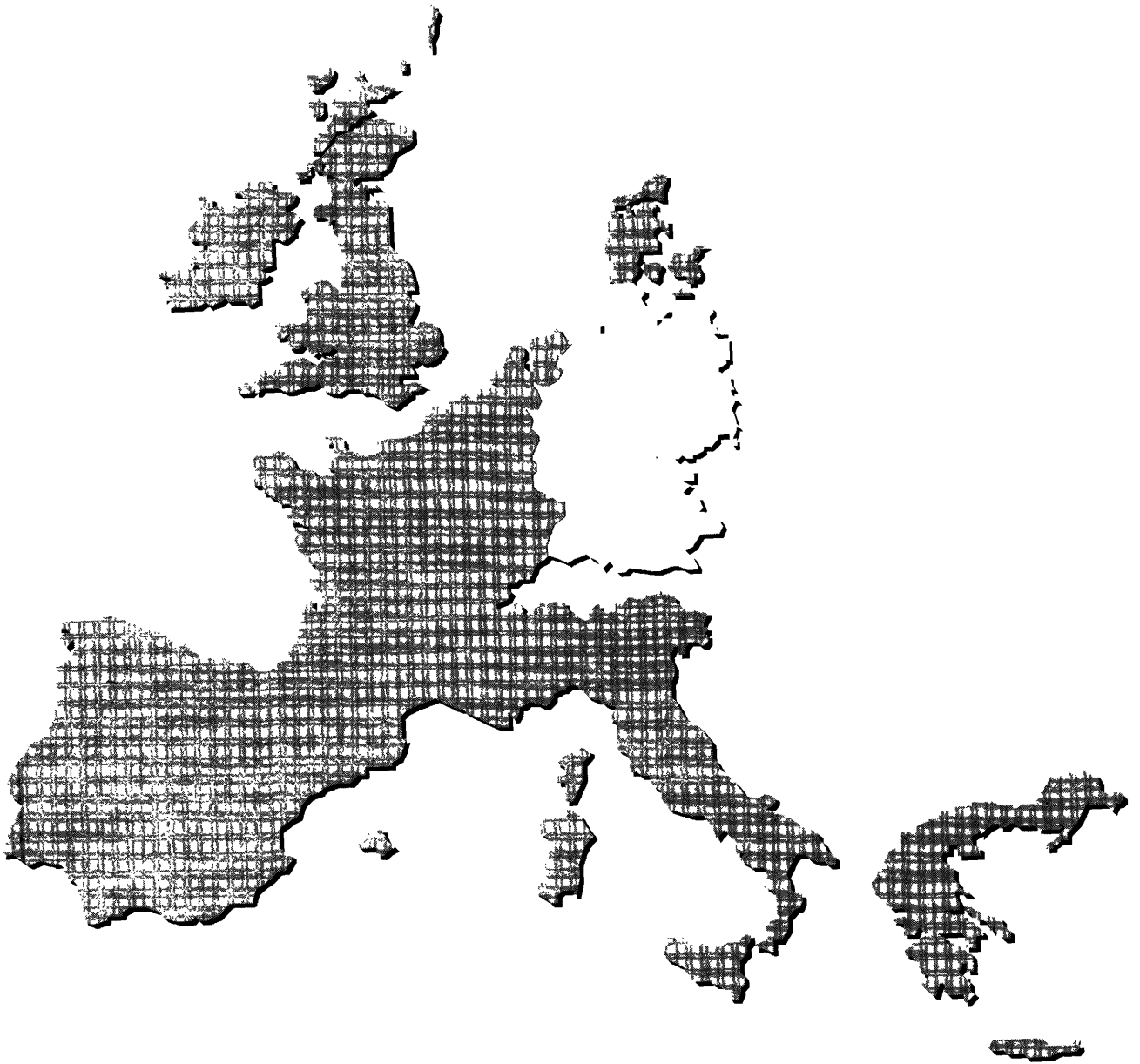
General Education Courses.

General adult courses are courses whose purpose is to give general qualifications and prepare for further studies and examinations. The courses are organised according to the single-subject principle and are conducted at adult education centres, which are owned and funded by the counties. The courses can be taken in and outside working hours. The content is laid down by the Ministry of Cultural Affairs and the Ministry of education.

SOURCES :

1. DANISH BUREAU OF STATISTICS.
2. THE NATIONAL LABOUR MARKET AUTHORITY - ANNUAL STATISTICS.
3. MINISTRY OF EDUCATION, ROLF MAGELUND.
4. OVERVIEW EDITED BY THE MINISTRY OF CULTURAL AFFAIRS, 1992.
5. WHITE BOOK ON THE STRUCTURAL PROBLEMS OF THE LABOUR MARKET, THE MINISTRY OF LABOUR AND OTHERS, 1989.
6. REPORT ON CONTINUING TRAINING, INSTITUTE OF SOCIAL SCIENCE 1991.
7. FURTHER EDUCATION AND TRAINING IN DENMARK, MINISTRY OF LABOUR AND MINISTRY OF EDUCATION 1991.
8. LABOUR FORCE PLANNING AND LABOUR MARKET SERVICE, ATA-AUC 1990.
9. ARBEJDSMARKEDSSTYRELSEN (AMS)
43 HEJREVEY
DK-2400 COPENHAGEN NV
TEL. : 45/38.17.20.00
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FAX : 45/31.10.64.33

G E R M A N Y



Description of continuing vocational training

GERMANY

The system, organization and financing of continuing vocational training in the Federal Republic of Germany.

CONTENTS

1. Bases
2. Tasks and objectives
3. Features of the system
4. Structures
5. Legal bases
6. The regulation of leave from work
7. Costs and financing
8. Counselling on continuing training
9. Forms of continuing training
10. Workplaces conducive to learning

1. BASES

According to a current definition, continuing training is "the continuation or resumption of organized learning after the conclusion of the first phase of education and following the assumption of a professional activity". This means that the way to continuing vocational training usually passes through the dual system of vocational training (or vocational school ("Berufsschule")) and professional practice. In other words, continuing training is based not only on organized learning, but also on training, work and learning activities.

The basis in educational policy for continuing training is the requirement of "lifelong learning". This reflects the fact that an increasing number of people are having to acquire new knowledge, skills and abilities in order to comply with growing and shifting professional and social requirements. The traditional idea of learning being limited to a single educational phase early in life is being replaced by the notion that both organized and non-organized learning should be spread throughout the whole of an individual's active and professional life.

Lifelong learning characterizes a guiding principle; it does not mean that learning should dominate people's lives.

Lifelong learning has been institutionalized

as continuing training in the "fourth pillar" of the education system. In 1988 roughly one out of every three Germans in the old federal states aged between 19 and 64 (35% = 12.5 million people) participated in some form of continuing training.

Around 6.4 million (18%) people took part in vocational training; and since 1979, the number of participations in this sub-sector of continuing training has doubled.

Continuing training is the "newest" sub-sector within the education system and its construction and expansion into a fully recognized building block of the education system is still underway.

2. TASKS AND OBJECTIVES

Besides vocational training, the scope of continuing training includes the general and political continuing training of adults.

The main tasks of continuing vocational training can be distinguished according to the objectives of the qualification ultimately obtained:

- Advanced vocational training

The objective of advanced vocational training is to maintain and extend professional knowledge and skills and adapt them to technical progress (adaptive advanced training) or to enable career progress (promotion-oriented advanced training).

- Adaptive advanced training

Adaptive advanced training schemes are aimed at maintaining, complementing, refreshing and expanding existing knowledge, skills and capabilities so as to enable its participants to meet current professional requirements. In most cases, training of this kind involves short-term schemes without final examinations. However, in addition to this, gaining school-leaving or professional qualifications rela-

tively late, e.g. as part of a qualification intended to help its recipient "catch up", can also be counted as adaptive advanced education.

- Promotion-oriented advanced training
Promotion-oriented advanced training schemes are intended to prepare its participants for an examination. Certified success in this examination documents an advance in the professional qualification of the participant.

Some of the promotion-oriented schemes prepare the participant for public or state examinations in professions requiring advanced training (e.g. master craftsman, economics computer specialist, technician, business manager). The preconditions for taking part in advanced training examinations usually include concluded vocational training and appropriate professional experience, mostly over several years.

- Vocational retraining

Vocational retraining schemes are intended to give adults the chance to switch to a suitable alternative professional activity (changing profession). The need to switch professions by undergoing retraining is a result of structural changes in the economy (sectorial shifts and rationalization). At the same time, however, retraining serves to correct previous career choices and catch up on vocational training.

A distinction should be made between retraining in professions for which there is a recognized training scheme and retraining in professional activities for which there are no fixed training schemes (e.g. welder, shorthand clerks). Bearing in mind the age as well as the professional and other experience of the individuals involved, the retraining period should be shorter than a corresponding training course for young people. For professions with a recognized training scheme, retraining usually lasts 24 months (for professions requiring three years of study), but can last up to 30

months (for professions requiring three and a half years of study). A considerable proportion of the retraining programme is spent gaining practical experience (on-the-job training). Retraining is not conducted within alternance training; and yet, by linking the places of learning - classroom and company - the principle of alternance training is applied. Admission to the examination before the appropriate board is usually regulated according to the provisions of external examinations (Art. 40, para. 2 of the "Berufsbildungsgesetz" - Vocational Training Act).

Furthermore, retraining is also carried out according to regulations governing retraining (Vocational Training Act). These schemes, just like their corresponding examinations, must comply with the special requirements of vocational training for adults.

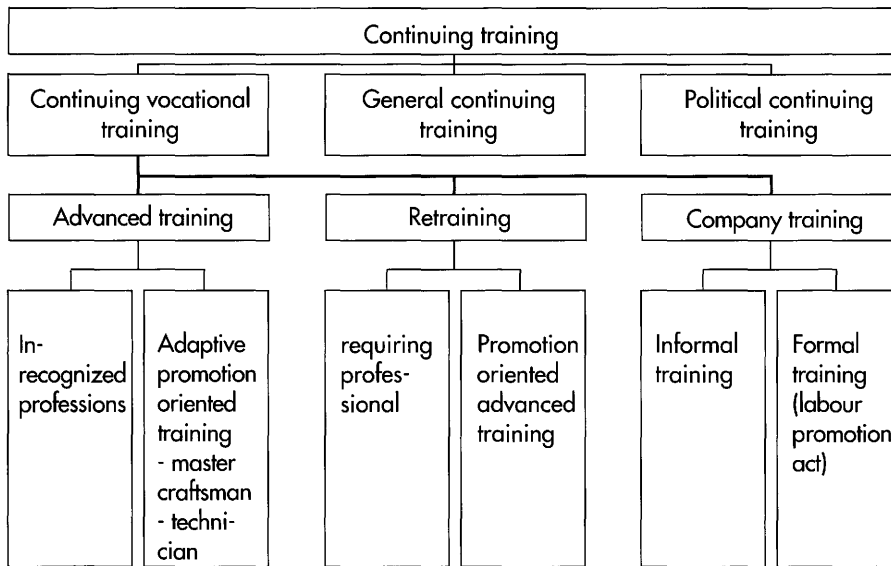
- On-the-job training

On-the-job training serves as an introduction to a new activity, whereby the processes of qualification associated with it may be either informal or based on an introductory training plan (within the framework of the Labour Promotion Act).

Professional competence

Professional competence is the objective of both vocational training and continuing vocational training. When new work structures and production concepts require professional competence (expert competence, social competence, methodological competence) from independent employees, this is also a challenge for continuing training. In this context, adaptive advanced training means not only passing on new specialist knowledge, but also enabling those participating in it to act capably. This latter aspect involves aspects of interdisciplinary qualifications, e.g. communication skills, the ability to cooperate, the personal assumption of responsibility and creativity.

Overview:



3. FEATURES OF THE SYSTEM

In particular the following features of continuing vocational training distinguish it from other parts of the education system.

- The diversity of training providers
- The character of the market
- The secondary role played by the State.
- The diversity of training providers

The diversity and sheer numbers of training providers is a prominent feature of the system of continuing vocational training. These providers include:

- Companies (private sector, civil service),
- State, communal and public bodies (e.g. institutions of higher education, evening classes, chambers of commerce),
- Employers and trade unions (e.g. training centres of the economy, advanced vocational training centres of the German Federation of Trade Unions (DGB), the training centre of the German Union of Salaried Workers (DAG)),
- Professional associations, trade associations (e.g. the German Engineers' Association, Federation of Industrialists, German Federation of Factory Foremen Unions),

- Private bodies (commercial, non-profit-making).

This institutional diversity reflects the variety of objectives, methods and programmes and is a consequence of both social variety and institutional rivalry.

In 1988, the profile of the training provision was as follows: 44% by companies or employers; 10% by private institutions; 7% by professional associations; 6% by chambers of commerce; 4% from evening classes; 3% by academies, and 3% by trade unions. Church bodies, vocational schools, employers' federations and professional cooperatives each accounted for 2% and other institutions for a total of 14%.

- The character of the market

The regulative objective of this institutional diversity is to ensure an open market for continuing training, where competition is rife and the "customers" select their programme on the basis of its price and what it has to offer. In practice, however, the market for continuing training (including regional and sectorial sections of the market) is imperfect.

On the one hand there is, in many cases, no transparency with regard to the training on offer (to individuals or companies); furthermore, some of the potential customers are not (yet) "ready" for the market, i.e. because they lack motivation and/or due to financial limitations they do not request training schemes on their own initiative.

On the other hand, as far as the training providers are concerned, the competitive situation in some sectors of the market is distorted by the subsidizing of certain training institutions.

- The secondary role played by the State.

Compared with other parts of the education system, e.g. schools and institutions of higher education, the network of legal provisions and norms in continuing training is both less dense and less pronounced. The State is only active in this sector to a secondary degree, i.e. only when the aims of the continuing training exceed the private commitment and financial capability of the social groups involved. The social obligation of the State is called upon, for example, to re-introduce problem groups into the labour market, especially the long-term unemployed.

Overall, continuing vocational training is not a uniform system, but rather a sector with market characteristics, a regulated market with many interventionist elements. Hybrid systems of this kind, which combine market features and legal norms have certainly proved themselves in practice when it comes to forging a productive link between the interests of one party and the solutions offered by another.

4. STRUCTURES

In the area of tension comprising the market, public liability and national administrative standards, sub-sectors of continuing training have developed, whose sources, scope and customers may be characterized as follows:

- Individual continuing training

The main customers here are individuals who, regardless of their institutional links (e.g. as employees of a particular company) seek out the continuing training offered by the various establishments and themselves cover the costs thereof, making use of refinancing opportunities.

The aims of individual continuing training are mainly connected with promotion-oriented advanced training, adaptive advanced training courses leading to qualifications and retraining. The target groups concerned are mainly educationally motivated and performance-minded groups among the active working population. Participants in continuing training who follow courses on their own initiative and largely at their own expense are primarily interested in securing professional advancement through promotion-oriented advanced training. They regard continuing training as an investment in their own future, which will pay off by gaining them promotion or some other dividend. Consequently, the training schemes involved are mainly medium to long-term courses leading to recognized qualifications.

The individuals participating in correspondence courses represent a typical cross-section of this group insofar as they normally follow their continuing training while exercising their profession and do so on their own initiative and at their own expense. More than half of them opt for courses (leading to a qualification) in the business practices sector, school-leaving qualifications or business management and technical courses leading to corresponding qualifications.

- Training by companies

Here, it is the companies which simultaneously require the qualifications and provide the continuing training for their own employees, whereby they either develop their own courses or purchase them on the

continuing training market if their own infrastructure is insufficient to provide the continuing training required.

The training schemes implemented in this sub-sector may primarily be classed as adaptive advanced training and are concentrated mainly on EDP, sales training, business management, technology and personnel management. Whereas classes in behaviourally and value-oriented objectives (interdisciplinary content) are gaining in importance, they remain of subsidiary importance in most companies.

Participants in continuing training of this kind coming from levels above that of skilled worker (managers 13.8%, technical staff 39.7%, sales staff 30.5%) are far more numerous than skilled workers (11.9%) and unskilled or semi-skilled workers (4.1%).

The structure of these training schemes typically involves short courses (lasting up to one week). Barely one-third of continuing vocational training involves learning at the workplace. A substantial portion (e.g. in skilled trades) is offered by manufacturers of industrial installations). Most schemes do not lead to a qualification.

- Continuing training sponsored under the Labour Promotion Act

The users in this sub-sector are the Federal Labour Office and its regional branch offices, which provide financial sponsorship for individuals in accordance with the Labour Promotion Act (AFG) and, to a considerable extent, tailor the training courses on offer to the groups targeted by labour market policies, especially the unemployed. These facilities are funded using the contributions paid by employees and their employers, with any budgetary shortfall within the Federal Labour Office being covered by the State.

Three-fifths of such schemes involve adaptive advanced training, approximately one-fifth promotion-oriented advanced

training, and the rest is divided among retraining and company training. Among the range of extraordinarily varied contents or topics of the training schemes concerned, which have no clearly recognizable foci, new technologies account for approximately a quarter of all teaching time.

The main target groups for continuing training sponsored according to the Labour Promotion Act (AFG) are the labour market's problem groups, especially the unemployed. Roughly two-thirds of all participants in such schemes had been unemployed in the years leading up to their training.

Most schemes last between four and twelve months and do not lead to a recognized qualification. Full-time training schemes predominate.

5. LEGAL BASES

A distinction should be made between the legal bases for continuing training at federal and federal state (Länder) level:

The main legal bases for continuing vocational training at federal level, the "Berufsbildungsgesetz" (BBiG - Vocational Training Act) and the "Arbeitsförderungsgesetz" (AFG - Labour Promotion Act) are very closely connected. Besides the Vocational Training Act, the "Handwerksordnung" (Crafts Code) is binding for the crafts sector.

- The Vocational Training Act (BBiG)

The BBiG does not only stipulate the frame of reference for vocational training, but also regulates advanced vocational training and retraining. The basis for the organization and structuring of continuing training is provided by two types of regulation for advanced training:

- Regulations laid down by the chambers of commerce - Regulations for regionally delimited districts of the competent bodies:

According to Art. 46, para. 1 of the BBiG, the competent bodies, usually chambers of commerce, can regulate the contents, objectives, requirements and procedures of advanced training examinations by means of special legal provisions.

- Regulations for advanced training - Regulations for the federal level:
According to Art. 46, para. 2 of the BBiG, the Federal Minister for Education and Science, in consultation with the appropriate senior ministers, issues decrees which can regulate the process and conclusion of advanced training schemes.

On the basis of these regulations for advanced training, one may distinguish professions requiring advanced training - in the same way as there are recognized professions requiring basic training. At the present state of development (1990) there are currently 1,279 regulations covering advanced training according to Art. 46.1 of the BBiG. The 258 professions requiring advanced training, which are regulated by the competent bodies, include insurance specialist, banking specialist, computer programmer and art restorer.

Among the 172 currently applicable federal regulations for advanced training, those for master craftsmen, totalling over 150 regulations, predominate (e.g. in handicrafts, agriculture and industry).

Analogously to the regulations for advanced training, the BBiG also lays down regulations for retraining (Art. 47 of the BBiG). The current total of 29 regulations for retraining concern professions such as business computer expert, office administrator and specialized docker.

- Labour Promotion Act (AFG)

The promotion of vocational training is a central instrument of active labour market policy for achieving the major objectives of the AFG, e.g. the prevention or reduction of unemployment.

The object of the promotion is participation in vocational training and retraining schemes and on-the-job training. In order to improve the prospects of unemployed people finding a job, their participation in schemes informing them on issues of workplace selection and opportunities for vocational training is promoted (Art. 41A of the AFG). The promotion of introductory on-the-job training involves a qualification for those employees who can make a full contribution after an introductory period, which is organized on the basis of a qualification plan and goes beyond the usual induction training at the workplace.

The target groups for promotion are primarily the labour market's problem groups: the unemployed, workers facing an immediate threat of unemployment and persons with no vocational qualifications. Around two-thirds (570,000) of those who entered AFG-sponsored continuing training schemes in 1990 were unemployed before they did so. Roughly three-quarters of previously unemployed individuals who completed their course had been reintegrated into the labour market six months after its end.

Apart from individual requirements, the preconditions for sponsorship of this kind stipulate that the schemes are labour market-oriented and, due to "their duration, the structure of their timetable, the teaching method, the course leader's and trainer's qualifications and professional experience", give reason to expect a successful training scheme. This requires that the schemes be tested against quality standards.

The implementation of AFG-based sponsorship of continuing training is the job of the Federal Labour Office and its branch offices (regional or local labour exchanges), which, on the one hand, make use of training offered by educational establishments or institutions on the market for continuing training and, on the other hand, initiate and plan their own continuing training schemes for the labour market's target groups. The latter schemes are then

GERMANY

implemented by educational establishments (contracted schemes) if no corresponding training is available on the market.

Besides the BBiG and the AFG, the following federal laws also play a role:

- the Correspondence Course Protection Act (FernUSG), which regulates admission to correspondence courses (correspondence tuition),
- the Employees' Representation Act ("Berufsverfassungsgesetz"), which gives works councils within companies the right to consultation on, participation and codetermination in their companies' vocational training,
- the Promotion of Vocational Training Act ("Berufsbildungsförderungsgesetz"), which regulates the planning and statistics of vocational training as well as the work of the Federal Institute for Vocational Training (amongst other things in the correspondence course sector).

The competence of the Länder concerns continuing vocational training insofar as it is organized in schools. Consequently, for continuing training in vocational schools (e.g. technology, agriculture, health and the social services) account must be taken of the school laws of the Länder and the frame of reference provided by the conference of ministers for education.

The Länder laws on continuing training, adult education and study leave primarily concern continuing non-vocational training (general and political training).

6. THE REGULATION OF LEAVE FROM WORK

There are various legal bases regulating the granting of leave from work to employees so that they may participate in continuing training. Apart from individual regulations between companies and their employees, the Länder laws on study leave and the social partners' regulations re-

lated in collective agreements should be emphasized. In 1988 approximately 1.5 million people were granted leave from work for reasons of continuing training.

- Legal regulations governing leave from work

There are currently eight Länder with laws on study leave which govern the granting of leave from a professional activity for reasons of continuing training while the employer continues to pay the recipient's wages. Most laws set the amount of claimable leave at five days per year, with the training involved mostly concerning political or general continuing training. Continuing vocational training only plays a subordinate role.

The laws on study leave are normally very closely connected with the laws of the federal state in question on continuing training and adult education, which partly regulate both the recognition of establishments providing training for study leave, the financing thereof and the admissible contents of training courses.

- Regulations under collective agreements

The current total of over 200 collective agreements containing regulations relevant to continuing training may be divided into different types:

Collective agreements which contain regulations governing the conditions of leave from work for training purposes should be distinguished from those which concern continuing training in the context of protection from rationalization measures. Together with the latter type of collective agreement, the current activities should be viewed as replacing hitherto conventional social plans with offers of qualifications in an attempt to attain the objective of "qualifying, not dismissing" employees.

A third type of regulation of leave from work for training purposes appears in so-called qualification-related collective agreements, in which continuing training and further qualification are placed in

close association with a change of workplace and the continued development of vocational qualifications. An example of the type in question is the collective pay agreement I dating from 1988 for the metal industry in Northern Württemberg and Northern Baden (between employers in Northern Württemberg and Northern Baden and IG Metall).

7. COSTS AND FINANCING

The major sponsors of continuing vocational training are companies, individuals participating in continuing training, the Federal Labour Office and the State. In many instances training is financed from several sources.

- Costs

According to data gathered by the German Institute of Economics, the costs of continuing vocational training (excluding agriculture and the liberal professions) for the private economy in 1987 amounted to DM 26.7 billion. This figure can be broken down as follows:

staff providing continuing training:	DM 2.1 billion
courses:	DM 12.5 billion
information meetings:	DM 4.1 billion
learning at the workplace:	DM 7.3 billion
other costs:	DM 0.7 billion

Federal Labour Office expenditure in 1990 on AFG-sponsored continuing training (advanced training, retraining, on-the-job training) amounted to DM 6.3 billion. The resources for AFG-sponsored continuing training are funded to an equal extent out of employee and employer contributions, with any budgetary shortfall within the Federal Labour Office being covered by supplementary funds allotted by the State.

No reliable data are available on individual expenditure by participants in continuing vocational training schemes.

- Financial sponsorship

Federal Labour Office sponsorship of individuals taking part in continuing training covers their maintenance allowance and the costs of the course (e.g. participation fees, travel costs, the cost of training materials and health insurance, child care expenses, etc.).

A maintenance allowance is paid to participants in both full-time and part-time schemes.

The scope of financial support differs between "necessary" (especially for the unemployed) and "useful" sponsorship (particularly promotion-oriented advanced training for employees).

The maintenance allowance is usually calculated on the basis of the last-drawn net wage (currently 65%, or 73% for participants with families) and is awarded as a supplement in necessary sponsorship. The costs of the course are reimbursed in full.

As for useful sponsorship, in which continuing training concurrent with one's job takes priority, the maintenance allowance is awarded as a loan (58%), while lump-sum contributions are paid per hour of participation for the costs of the course.

For introductory enterprise training of employees, employers receive induction supplements (in the form of wage cost supplements).

8. COUNSELLING ON CONTINUING TRAINING

The following areas of activity are distinguished with regard to counselling on continuing training:

- The personal counselling of individuals interested in training is primarily offered by training establishments and cross-establishment local institutions, which provide information on the training on offer (objectives, course content, methods, qualifications,

costs), on sponsorship possibilities and the chances of using the proposed qualifications on the labour market. In many cases the personal circumstances of the counselled individual have to be taken into account (e.g. with unemployed people or women taking up work again), so counselling of this type covers both social aspects and elements specific to continuing training.

- As part of their career guidance service, the labour exchanges inform their clients about the development of the regional labour market and qualifications. They also provide information on the sponsorship of continuing training on the basis of the Labour Promotion Act and, in particular, advise the labour market's target groups (e.g. the unemployed, the unqualified, "Aussiedler" (resettled persons of German extraction), people returning to work after a lay-off and the handicapped) on continuing training schemes which could help them secure employment or become reintegrated into the job scene.

- Qualification counselling involves advising companies (especially small and medium-sized enterprises) and training establishments. Counselling of this type is carried out by technology guidance centres, chambers of commerce or business consultants. The twofold aim is to support the companies concerned in improving their offer of continuing training for their employees by analyzing the company's needs and, at the same time, to work out suitable concepts for staff development and organizational development.

The counselling services are increasingly calling upon data bank systems to fulfil their role as information centres.

9. FORMS OF CONTINUING TRAINING

The process of learning in continuing training can be organized at various places and by appealing to a whole range of methods and media. The major forms of continuing training concern learning

- at the workplace (e.g. introductory jobs, on-the-job training, job rotation, project work, participation in quality circles),
- in formal courses (e.g. lectures, group work, planning games and role-playing, tutorials),
- autodidactically (e.g. autodidactic material, correspondence courses, interactive video programmes).

In practice, these basic forms of continuing training exist in many different combinations - depending on the objective pursued, the target group, the content of the course, the participants' level of qualification and the organizational framework.

Correspondence courses

Correspondence courses offer the actively employed a chance to indulge in continuing training concurrently their job. By learning largely independently of a training establishment, participants can learn when and how they want.

Correspondence courses occupy a special place among continuing training facilities, for since the mid-seventies they have been subject - under the Correspondence Course Protection Act (FernUSG) - to regulations for consumer protection. All the training courses offered by the 147 currently registered establishments (correspondence colleges) on the continuing training market must be approved by the State Centre for Correspondence Courses (ZfU). Every year a total of 150,000 people take part in correspondence courses.

The approval procedure involves examination of the correspondence course contract (e.g. the right of revocation and cancellation) as well as the advertising and information material provided by the course organizer. At the same time it is checked, by considering aspects of the contents and didactic approach, whether the declared objective can be reached by way of the course material provided.

GERMANY

SOURCES :

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1000 BERLIN 31
TEL. : 49/30.86.83.350
FAX : 49/30.86.83.455

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10. WORKPLACES CONDUCTIVE TO LEARNING

With the advent of new production concepts, which are directed at the independent and integrated perception of responsibilities by employees, learning at the workplace or at work is becoming a central form of qualification in continuing training. Consequently, modern concepts for staff development and organizational development forge a link between work and learning by turning the work process into a learning process. For the work in question to be able to realize its full potential as regards the qualification of the worker, the latter's duties must be organized so that they:

- are varied,
- are by nature challenging, so as to

stimulate learning activities (such as observing, writing, speaking, informing and cooperating),

- are directed towards qualifications which can be applied in working practice and in the worker's profession,
- correspond to the interests and capabilities of the employees in question,
- permit the use of a range of working materials,
- leave room for decision-making as regards the use of various work processes,
- clearly reveal the connections between the work in question and the rest of the company's activities.

The basic conditions of a job designed according to qualification aspects includes a corporate culture characterized by a cooperative style of management.

Definitions and key concepts

GERMANY

1. DEFINITION OF CONTINUING TRAINING

Continuing training is the extension or resumption of organized learning after conclusion of the first phase of training and the exercising of a professional activity.

The preconditions for continuing training are:

- organized learning processes in an initial training phase (school, vocational training, institution of higher education) and
- professional practice and experience (working and learning) in the context of the exercising of a professional activity.

2. DIVERSITY OF TRAINING PROVIDERS

Continuing training is provided by many different types of training establishment: companies; state; regional and public bodies; employers; trade unions; professional associations; private bodies.

The diversity of providers reflects social diversity and the competitive situation of the various bodies.

3. MARKET CHARACTERISTICS

The regulative objective for continuing training is aimed at achieving an open market for continuing training, on which the providers compete with one another and the clients make decisions concerning continuing training on the basis of the merits and price of the training schemes on offer.

4. SUBSIDIARY ROLE OF THE STATE

The State will be active only to a lesser extent within the continuing training sector, intervening only when the aims of continuing training exceed the private commitment and financial means of individuals and social-groups. For instance, the social obligation of the State is called upon for the promotion of the labour market's problem groups (e.g. the long-term unemployed).

5. STRUCTURES: SUB-SECTORS OF CONTINUING TRAINING

Continuing vocational training comprises the following sub-sectors:

- Continuing training in companies,
- AFG-sponsored continuing training (see list of abbreviations),
- individual continuing training.

Each of these sub-sectors has its own profile of providers, training schemes and users.

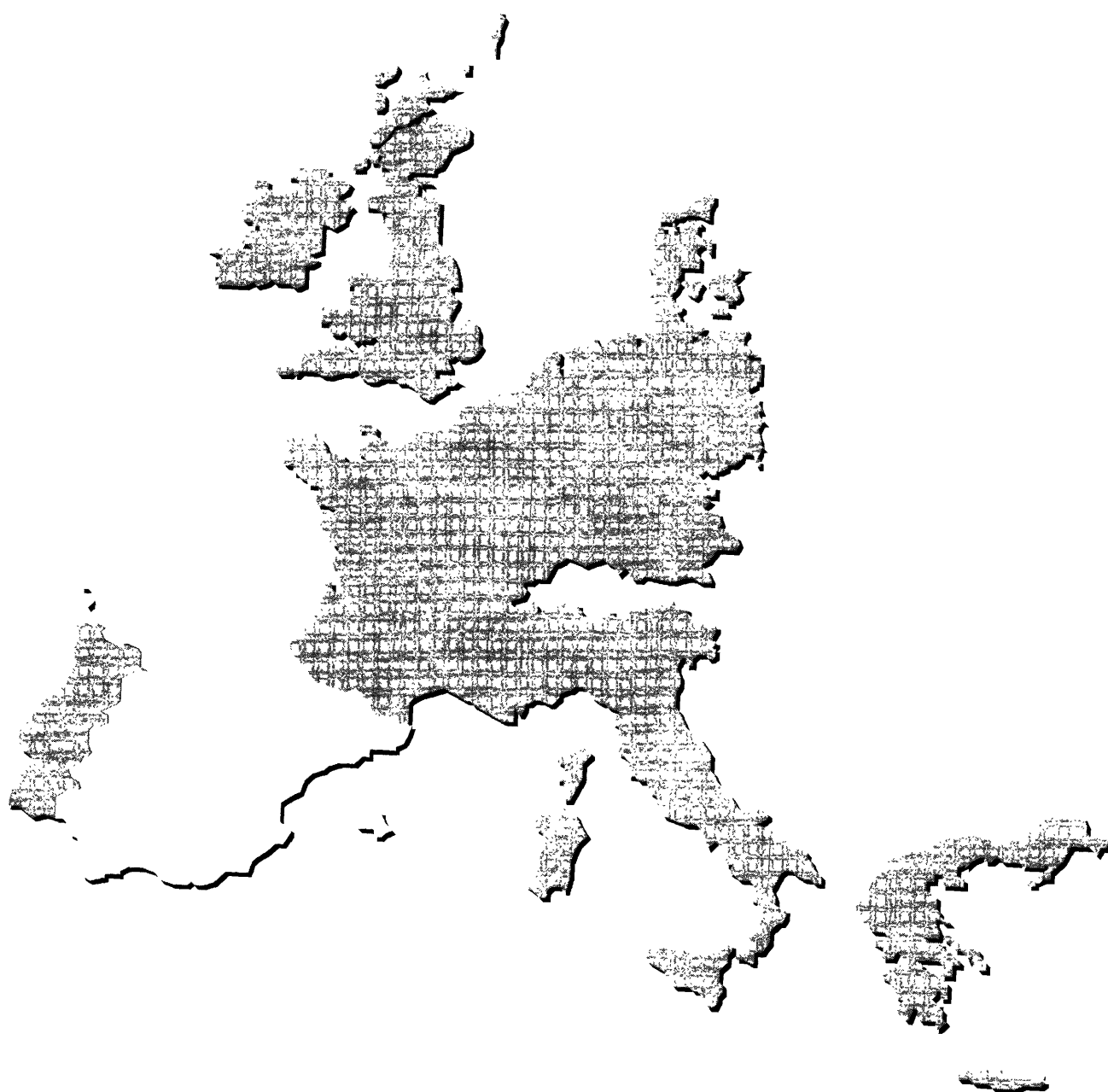
6. MIXED FUNDING

The main sources of funding for continuing vocational training are companies, participating individuals, the Federal Employment Office and the State. Mixed systems of funding predominate.

ABBREVIATIONS :

- AFG**
ARBEITSFÖRDERUNGSGESETZ (EMPLOYMENT PROMOTION ACT)
- BA**
BUNDESANSTALT FÜR ARBEIT (FEDERAL EMPLOYMENT OFFICE)
- BERBIFG**
BERUFSBILDUNGSFÖRDERUNGSGESETZ (VOCATIONAL TRAINING PROMOTION ACT)
- BBIG**
BERUFSBILDUNGSGESETZ (VOCATIONAL TRAINING ACT)
- BETRVG**
BETRIEBSVERFASSUNGSGESETZ (EMPLOYEES' REPRESENTATION ACT)
- BIBB**
BUNDESNSTITUT FÜR BERUFSBILDUNG (FEDERAL INSTITUTE FOR VOCATIONAL TRAINING)
- BMBW**
BUNDESMINISTERIUM FÜR BILDUNG UND WISSENSCHAFT (FEDERAL MINISTRY OF EDUCATION AND SCIENCE)
- FERNUSG**
FERNUNTERRICHTSSCHUTZGESETZ (CORRESPONDENCE COURSE PROTECTION ACT)
- FUU**
FORTBILDUNG UND UMSCHULUNG (ADVANCED TRAINING AND RE-TRAINING)
- HWK**
HANDWERKSKAMMER (CHAMBER OF HANDICRAFTS)
- HWO**
HANDWERKSORDNUNG ((HANDI) CRAFTS CODE)
- IAB**
INSTITUT FÜR ARBEITSMARKT-UND BERUFSFORSCHUNG (INSTITUTE FOR LABOUR MARKET AND OCCUPATIONAL RESEARCH)
- IHK**
INDUSTRIE- UND HANDELSKAMMER (CHAMBER OF INDUSTRY AND COMMERCE)
- IW**
INSTITUT DER DEUTSCHEN WIRTSCHAFT (GERMAN ECONOMIC INSTITUTE)
- KMU**
KLEINE UND MITTLERE UNTERNEHMEN (SMES - SMALL AND MEDIUM-SIZED ENTERPRISES)

S P A I N



Description of continuing vocational training

SPAIN

1. LEGAL FRAMEWORK: LEGISLATION, AGREEMENTS ON CVT

The legal provisions relating to CVT are contained in the Workers Act (law 8/1980).

In Article 4, the law provides for the right to training and to vocational training for workers and develops these rights in Article 22 (authorization for training and concrete methods for exercising training within the framework of collective bargaining agreements).

Article 19.3 on Safety and Hygiene includes the training obligation and Article 63 on company committees establishes who has jurisdiction as regards the training of legal representatives of workers.

As for negotiations between the social partners, one may mention the Economic and Social Agreement of 1984, especially Article 16, which presents a global diagnosis of vocational training and a group of proposals, including the creation of the General Council on vocational training, of the Plan FIP and a solidarity fund, one of the objectives being the development of vocational training in enterprises undergoing restructuring.

During the Social Dialogue sessions in April 1989, a summary proposal submitted by the government oriented towards the development and spread of continuing vocational training in companies was analyzed. These negotiations did not enable an Inter-Confederal Agreement to be reached ultimately. The fruit of social negotiation was the implementation of contracts-programmes created in 1990 as a means of collaboration between INEM, on the one hand, and employer organizations and trade unions, on the other. The Social Dialogue sessions recommenced in autumn 1991. The public authorities have played an important "induction" role in continuing vocational training. In practice, continuing

vocational training is a matter for both autonomous decisions by entrepreneurs and the respective role of the parties within the framework of collective agreements.

2. DEFINITION OF THE CONCEPTS OF CVT

No concept of continuing vocational training has been defined either by a law or a regulation. An initial definition is found in the following text used as a working document in Social Dialogue sessions. "By continuing training, we mean all training activities executed or created by a company on behalf of its workers and ultimately aimed at training and promoting the worker and enhancing the competitiveness of the company". This includes the initial vocational training of the employee and his further training or retraining via suitable training schemes.

This definition excludes:

- simple instruction at the workplace,
- attendance at meetings, conferences, colloquia, congresses, trade fairs and similar activities, insofar as they are not part of training schemes".

3. MEANS OF ACCESS

Employees' conditions of access via public programmes (CVT programmes under the Plan FIP or other public bodies and entities) are specified by these programmes themselves. In these cases, the courses are free of charge and may include financial assistance and scholarships. The real number of employees taking part in training within the framework of collective bargaining is unknown.

4. FINANCING CVT

The law requires a contribution to be made for vocational training (0,6% to be borne by the employer, 0,1% by the worker) which is applicable to CVT in activities

SPAIN

co-financed by the ESF for active policies and other training-related actions. The portion of wages earmarked for employee CVT is stipulated in the two programmes of the Plan FIP (workers and companies undergoing restructuring, company staff and self-employed workers).

As a financial incentive, the continuing vocational training programmes of the Plan FIP include a provision stipulating that companies which take part by means of approved training plans can benefit from a subsidy as compensation for the expenditure on wages for hours of training followed during working hours. Other incentive measures are contained in apprenticeship contracts and provision for

training which reduces (or increases - as the case may be) the employer's social security contribution.

Moreover, companies receive subsidies for the employee and hour/day of training during the completion of training contracts when this training is carried out within the company. The Plan FIP includes scholarships and financial assistance for unemployed young people who participate in vocational training courses in companies. In this case, the assistance covers travelling expenses within the framework of collective bargaining. In some instances, these allowances may include "study assistance" for employees.

Definitions and key concepts

SPAIN

The statistical information supplied in the Synoptic Tables includes the following types of information:

1. Occupational vocational training.
2. Forms of apprenticeship for unemployed young people within the framework of "training contracts" and public employment-training programmes.
3. Training given by enterprises.

The legal, conceptual and technical bases of these types of training are given below. Regulated vocational training programmes in the educational system, i.e. those which correspond in a strict sense to initial basic vocational training, have been excluded.

1. GENERAL CONCEPT: LEGAL BASES

From the legal point of view, Article 30.1 (Section on vocational training) of the Law on the General Organization of the Education System (LOGSE), (Law 1/1990 of 3 October), stipulates that:

"Vocational training shall comprise any education which, within the education system and regulated by this Law, provides training for qualified unemployed persons in various occupations. It shall also include those actions which, directed at continuing education in enterprises and the integration or reintegration of workers in the workplace, are developed in continuing vocational training which is governed by its own body of regulations. The public authorities shall coordinate both sources of vocational training".

For its part, Article 1 of the Royal Decree 1618/1990 of 14 December, regulating the National Vocational Training and Insertion Plan, stipulates that:

"The vocational training actions which are covered by the National Vocational Train-

ing and Insertion Plan shall have the following objectives:

Training for the integration into the workplace of those persons who lack specific vocational training or for the reintegration into the workplace of those persons whose qualifications prove inadequate.

Professional requalification motivated by the emergence of new technologies or re-training requirements.

The transfer of knowledge by means of practical - and, where appropriate, theoretical - modules in order to complement training and facilitate the promotion of workers".

The National Vocational training and Insertion Plan (Plan FIP) was launched in 1985. Its general aim is to adapt vocational training to the requirements of enterprises and workers. The Plan's basic lines of attack are:

- Linking training actions with means of boosting employment.
- The vocational qualification and re-training of workers and disadvantaged groups in the labour market.
- Encouraging continuing vocational training of employed workers.

2. OCCUPATIONAL VOCATIONAL TRAINING

Occupational vocational training actions can be grouped, for statistical purposes, into the following types or levels:

- Initiation
- Qualification
- Improvement
- Retraining

Continuing vocational training courses can be classified by their content in the following manner: broad base, occupational, specialization.

SOURCE :

MINISTERIO DE TRABAJO -
DIRECCION GENERAL DE EMPLEO :
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TEL. : 34/14.09.09.41
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ABBREVIATIONS :

MTSS

CORRESPONDS TO THE SECRETARIAT GENERAL OF EMPLOYMENT AND LABOUR RELATIONS, THE ARRANGEMENT AND REGULATION OF VOCATIONAL TRAINING POLICY WITHIN THE FRAMEWORK OF EMPLOYMENT, LABOUR RELATIONS AND THE LABOUR MARKET.

DEPENDENT ON THIS SECRETARIAT IS THE DIRECTORATE GENERAL OF EMPLOYMENT, WHICH DRAFTS AND PROGRAMMES OCCUPATIONAL VOCATIONAL TRAINING POLICY AND LIKEWISE MANAGES THE SECRETARIAT OF THE GENERAL COUNCIL OF VOCATIONAL TRAINING.

CGFP

GENERAL COUNCIL OF VOCATIONAL TRAINING: TRIPARTITE CONSULTATIVE BODY ATTACHED TO THE MTSS FOR INSTITUTIONAL PARTICIPATION AND GOVERNMENT CONSULTATION ON REGULATED AND CONTINUING VOCATIONAL TRAINING.

INEM

NATIONAL INSTITUTE OF EMPLOYMENT (INEM): MANAGING BODY FOR EMPLOYMENT POLICY. THIS IS AN AUTONOMOUS ADMINISTRATIVE ORGANIZATION, ATTACHED TO THE MINISTRY OF LABOUR AND SOCIAL SECURITY VIA THE SECRETARIAT GENERAL OF EMPLOYMENT AND LABOUR RELATIONS. IT IS A LEGAL ENTITY AND IS EMPOWERED TO WORK TOWARDS FULFILLING ITS OBJECTIVES;

THE INEM IS ENTRUSTED WITH THE FOLLOWING BASIC FUNCTIONS:

- ORGANIZING THE NATIONAL EMPLOYMENT SERVICE, WHICH IS PUBLIC AND FREE OF CHARGE.

SPAIN

- DEVELOPING JOB PLACEMENT POLICY AS WELL AS CAREER GUIDANCE AND ORIENTATION AND VOCATIONAL INFORMATION POLICY IN AN ATTEMPT TO FIND SUITABLE JOBS FOR WORKERS AND FACILITATE THE LOCATION OF LABOUR SUITED TO THE NEEDS OF EMPLOYERS.
- PROMOTING WORKER TRAINING, BY MEANS OF THE PREPARATION AND EXECUTION OF VOCATIONAL TRAINING PROGRAMME (PLAN FIP).
- MANAGING AND CONTROLLING THE PROTECTION OF THE UNEMPLOYED AND UNEMPLOYMENT BENEFITS.
- MANAGING AND CONTROLLING FINANCIAL AID AND SUBSIDIES TO BOOST EMPLOYMENT.

PLAN FIP

NATIONAL VOCATIONAL TRAINING AND INSERTION PLAN. APPROVED BY THE COUNCIL OF MINISTERS IN 1985, THE NATIONAL VOCATIONAL TRAINING AND INSERTION PLAN (PLAN FIP) COMBINES A WHOLE GROUP OF PROGRAMMES, DIVIDED INTO SIX MAJOR BLOCKS:

- YOUTH AND THE LONG-TERM UNEMPLOYED.
- ALTERNANCE.
- AGRICULTURAL WORKERS.
- ENTERPRISES OR SECTORS UNDERGOING RESTRUCTURING AND STAFF FROM ENTERPRISES AND INDEPENDENT WORKERS.
- WOMEN.
- OTHER GROUPS (INCLUDING A SPECIAL PROGRAMME FOR "TRAINING THE TRAINERS").

UNTIL 1990, THE PLAN FIP WAS REGULATED ANNUALLY BY MINISTERIAL ORDER. IN 1990, IT BECAME SUBJECT TO REGULATION BY ROYAL DECREE.

THE BASIC OBJECTIVES OF THE PLAN ARE:

1. TO FACILITATE AND BROADEN TRAINING SYSTEMS, VOCATIONAL RETRAINING AND REORIENTATION.
2. TO ATTEND TO THE GROUPS WHICH HAVE GREATER DIFFICULTIES IN FINDING EMPLOYMENT.
3. TO MODERNIZE AND UPDATE THE TRAINING CONTENT OF COURSES.

The technical basis for elaborating programmes and teaching materials itself rests on works carried out in the corresponding vocational branch or area, which results in a modular organization of the courses.

In terms of EC qualification levels, most training, by grouping likely modules where appropriate, concerns level II, qualified workers.

Three important aspects of the overall range of occupational vocational training on offer in the advanced phase of review and development are:

- Plan for Updating the Occupational Vocational Training Programmes.
- Sectorial Studies Plan.
- List of Vocational Qualification in Occupational Vocational Training (to be produced according to the results from the Sectorial Studies).

3. APPRENTICESHIPS

"Apprenticeships" as a way and means to training practically died out in the 1960s. In the early 1980s, coinciding with the first attempts to reform vocational training, the concept was reintroduced with the creation of two types of contract, "practi-

cal contracts" and "training contracts", which provided the volume of students contracted for training in 1990.

At the same time, in 1988, School-Workshop programmes and Trade Guilds were regulated. According to its definition, "School-Workshops and Trade Guilds are public programmes for employment and training aiming to qualify unemployed people, preferably young people under the age of twenty-five, by alternating work with vocational experience, thereby boosting their opportunities for employment in occupations related to the recovery or promotion of the artistic, historical, cultural or natural heritage, as well as the rehabilitation of urban settings or the environment and the improvement of living conditions in cities".

4. ENTERPRISES

Training activities developed by enterprises include those they have created directly using their own resources, those developed in cooperation with public authorities and those provided by private bodies. These activities are especially reflected in medium-sized and large enterprises (> 200 workers). Since 1986, the role of the public authorities and private bodies has been growing.

F R A N C E



Description of continuing vocational training

FRANCE

THE FIELD

The training of the actively employed comprises all training taking place in full or in part at training establishments (as opposed to places of production) and followed by employees and non-employees holding a job.

The training of the actively employed can be divided into 3 groups:

- the training of employees in public and private companies (as part of a "training plan" or "individual training leave") and the training of non-employees (farmers, entrepreneurs, individuals practising the liberal professions), which is primarily financed by the employer (or by the non-employed individual);
- the training of agents of national and regional bodies, excluding that of trainee civil servants from competitions outside the civil service, and more generally people who were professionally inactive before they began training. Training of this kind is financed by the employer in question;
- "post-academic" training followed by people who, although already actively employed, register at university on their own initiative. This training is mainly financed by the State as university funding. On top of this come the registration fees incurred by the individual concerned; "non-specific" training followed by employees and non-employees but which is not intended exclusively for them, since people seeking employment can also take part in it. These types of training are mainly financed by the public authorities (university vocational training funds).

LEGAL DEFINITION OF AND REGULATIONS GOVERNING CONTINUING VOCATIONAL TRAINING

The legal definition is determined by book 9 of the labour laws and is applied to all economic and social entities active in continuing vocational training (CVT).

- Firstly, CVT is based on the identification of a target group: individuals who are about to become or are already actively employed.
- Secondly, the aims (general objectives) of CVT are as follows:
 - to enable workers to adapt to changes in technology and in the organization of work;
 - to promote social advancement by providing access to the various levels of culture and professional qualification;
 - to contribute to the nation's cultural, economic and social development.
- Thirdly, the types of training actions concerning CVT are listed: preparation for working life, adaptation to employment, social advancement, prevention of the risks of impractical qualifications and unemployment, attainment of a new qualification (vocational retraining), maintenance and improvement of skills.
- Finally, a decree specifies the practical conditions which must be met by employee training in order to be classified as CVT:
 - the existence of a training programme (objectives, teaching and training resources, means to follow up and assess the results);

FRANCE

- training given in principle outside the workplace (except for practical training).

Setting aside the non-taxable payments concerned especially with the training of young people through companies placement schemes in alternation with college based training, (0.3% of the wage bill), employers who are subject to a rate of 1.4% fulfil their obligation:

- by financing the training policy in the framework of the company's training plan either directly or through a training insurance fund (FAF) or through the ASFO training Associations;
- by funding - both directly but mainly indirectly via joint management bodies belonging to the (OPACIF) mechanism
- individual leave for employee training.

Furthermore, employers also have the possibility to undertake a contract to develop vocational training. This is a contract concluded between the State and a company (or group of companies, professional or interprofessional organizations, etc.) allowing a contractual obligation to substitute for a financial obligation to finance vocational training.

The text does not stipulate any minimum duration of a training action in order to determine whether it is subject to the 1.4% rate. Nevertheless, depending on the situations and programmes concerned, vocational training inspection departments assess whether a training action of very short duration can be accepted as participation. In practice, inspection by the government often leads to rejection of the chargeable nature of any training action lasting less than one day.

Definitions and key concepts

FRANCE

Continuing Vocational Training:

The types of training projects that fall within the scope of provisions relating to continuing vocational training are defined precisely:

- pre-training projects and projects for preparation for working life;
- adaptation projects;
- promotion projects;
- prevention projects;
- retraining projects;
- projects for learning, updating and perfecting skills.

Training plan:

The training plan includes all of an employer's training projects for personnel in terms of the objectives being sought by the company in the context of agreements, rights and regulations relating to continuing vocational training.

The training plan can also include requests submitted by employees (individually or by employee representatives) and accepted by the employer in the context of the plan. The training plan is the principal means available to employers to fulfil their legal obligation to finance continuing vocational training.

Individual training leave:

Individual training leave is the affirmation of the right of every employee in the private sector to be given, under certain conditions, a leave of absence for training purposes. The individual training leave is intended to enable every worker, during his working life, to receive training on his own initiative and individually, unrelated to his participation in training courses that are part of the training plan in the company in which he works.

Contractual policy with companies:

The contractual policy with companies includes financial intervention by the State

with companies and sectors. This intervention is related to three objectives:

- creating optimal conditions for the negotiated modernisation of the French economy, the integration of technological change and adjustment to an increasingly competitive market;
- bringing about a profound change in the conduct of economic practitioners through associating employees with the implementation of the negotiated modernisation;
- offering unqualified employees possibilities for acquiring qualifications.

Training Development Commitment:

In the framework of the contractual policy with companies, the State concludes sector or interprofessional group conventions and individual conventions with isolated companies subject to the following:

- the contract concluded must be an agreement with multiannual objectives for a training policy for a company or group of companies;
- the financial means provided in the agreement must be significantly higher than earlier levels of expenditure and average practices in the sector;
- the contract must permit improvements in the level of quality of the company training plan.

Forward Study Contracts:

In the framework of the contractual policy with companies, the State may co-finance forward studies on companies' qualification needs and training policies as a preliminary to the conclusion of a sector agreement for the development of training.

Training income tax credit:

The training income tax credit provides an income tax reduction on real profits to compensate for higher expenditure in the area of training by industrial and commercial companies.

SOURCE :

Ministry of Labour, Employment and Vocational Training

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ABBREVIATIONS :

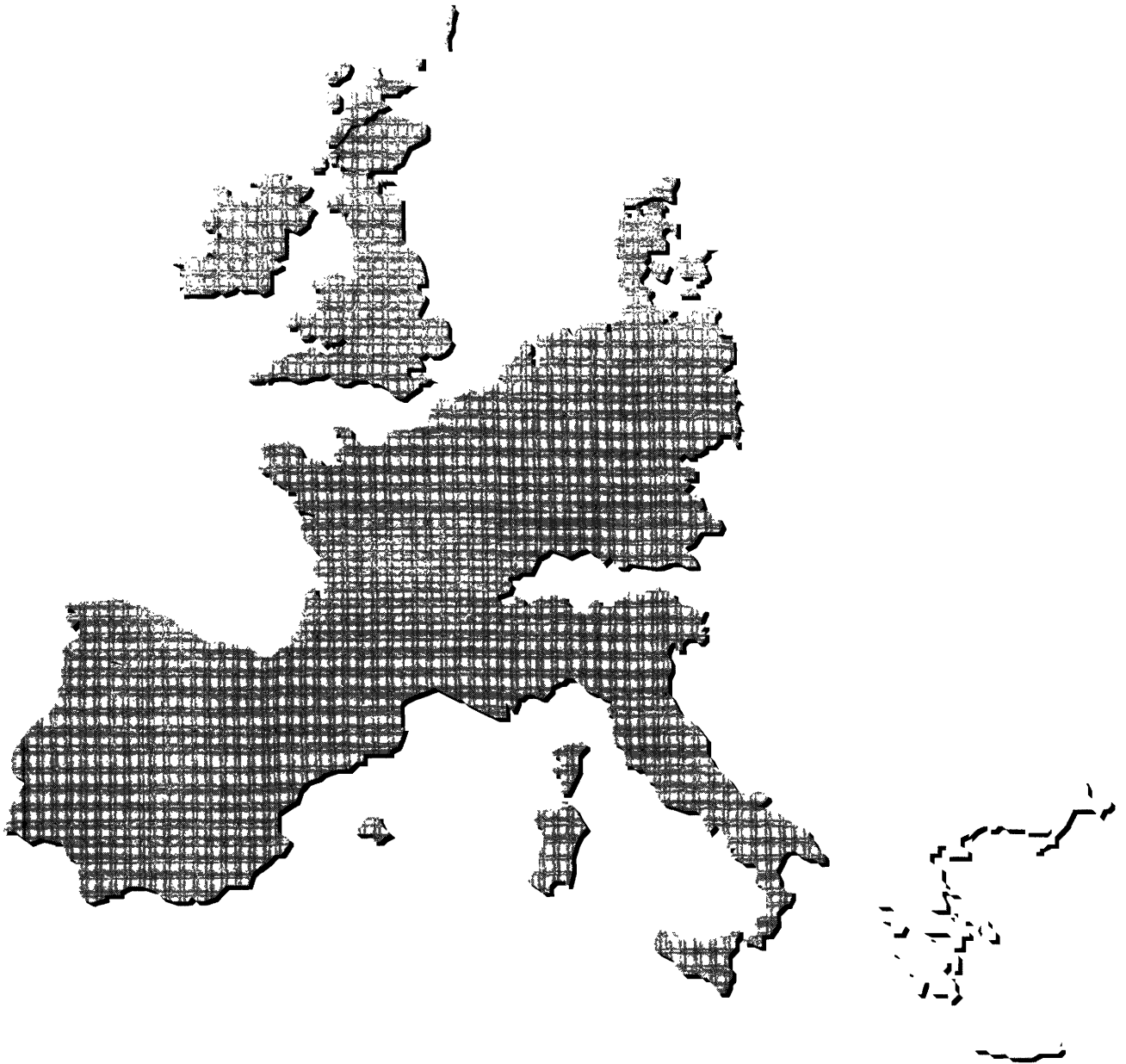
AFPA : ASSOCIATION POUR LA FORMATION PROFESSIONNELLE DES ADULTES (ASSOCIATION FOR ADULT VOCATIONAL TRAINING)
ASFO : ASSOCIATION FORMATION TRAINING ASSOCIATION
CEP : CONTRAT D'ETUDES PREVISIONNELLES (FORWARD STUDY CONTRACT)
CFI : CRÉDIT FORMATION INDIVIDUALISÉ (INDIVIDUALIZED TRAINING CREDIT)
CIF : CONGÉ INDIVIDUEL DE FORMATION (INDIVIDUAL TRAINING LEAVE)
DFP : DÉLÉGATION À LA FORMATION PROFESSIONNELLE (VOCATIONAL TRAINING DELEGATION)
EDDF : ENGAGEMENT DE DÉVELOPPEMENT DE LA FORMATION (COMMITMENT FOR THE DEVELOPMENT OF TRAINING)
FAF : FONDS D'ASSURANCE FORMATION (TRAINING INSURANCE FUND)
FNE : FONDS NATIONAL DE L'EMPLOI (NATIONAL EMPLOYMENT FUND)
FPC : FORMATION PROFESSIONNELLE CONTINUE (CONTINUING VOCATIONAL TRAINING)
FRAC : FONDS RÉGIONAL D'AIDE AU CONSEIL (REGIONAL FUND FOR CONSULTING AID)
GRÉTA : GROUPEMENT D'ÉTABLISSEMENTS (GROUP OF ESTABLISHMENTS)
LIGE : LIGNE D'INNOVATION GESTION DES ENTREPRISES (INNOVATION FOR COMPANY MANAGEMENT)
OPACIF : ORGANISME PARITAIRE AGRÉÉ AU TITRE DU CONGÉ INDIVIDUEL DE FORMATION (JOINT BODY APPROVED FOR INDIVIDUAL TRAINING LEAVE)

FRANCE

State-Region planning contracts:

A series of vocational training projects financed jointly by the State and the regions is fixed by contracts for particular plans established pursuant to the general objectives of the 10th plan (1989-1993).

G R E E C E



Description of continuing vocational training

GREECE

As to the organisation and funding of the vocational training and retraining programmes, the OAED proceeds pursuant to the provisions of the Article 25 of the Law 1116/81 and its amendments (Laws 1262/82 and 1892/86).

This Article provides funding from OAED for vocational training and retraining programmes of employees of corporate bodies, incorporated under private Law, private enterprises or group of companies, and after the permission of the OAED which guarantees appropriate implementation of the programme, according to the conditions set by the European Social Fund.

Because they are not qualified to cope with the introduction and operation of new technologies and the restructuring of old equipment, employees at public and private enterprises risk losing their jobs. In the period 1990 to 1993, 73% of private enterprises which will provide "on the job training" schemes, have already invested in this field either with their own means and resources or through the national programme of finance.

Most of the enterprises are export-orientated and therefore require more qualifi-

cations to maintain their position in the market; moreover, a large number of these provide training programmes to already specialized staff.

The large majority of the trainees (more than 50%) is employed in data processing companies and in companies which manufacture technological equipment.

Also, 20% of the trainees are employed in tourist enterprises, because of the special interest to upgrade the quality of services provided.

The decisions on participating in company training programmes are taken by the enterprise. In enterprises where Works Councils exist, these must consent for the participation of an employee in such a programme.

The financing sources of the "company training" programmes in private enterprises are based on Article 6 of the National Collective Bargaining Agreement in which it is agreed that a supplementary working subsidy equal to 0,2% of the gross labour cost will go to fund vocational training schemes. These funds are remitted to and managed by the OAED.

SOURCE :

OAED :

8, ETHNIEIS ANTISTASEOS
16610 A. KALAMAKI
ATHÈNES
TEL. : 301/99.12.579
FAX : 301/99.24.303

I R E L A N D



Description of continuing vocational training

IRELAND

There is relatively little legislation in Ireland in respect of continuing vocational training. A Levy-Grant system is in operation in the manufacturing, construction and motor trades. Under this system, firms are obliged to pay a non-refundable levy of (usually) 0.1% of payroll. In the case of firms who do not maintain a satisfactory training programme, a further 0.9% of payroll is levied. In construction and engineering, the minimum levy is 0.25% of payroll (to finance apprenticeship).

The Levy Grant system acts as an incentive to company sponsored training. However, it provides no compulsion on firms. In practice, firms are free to train or not as they see fit.

Each sector of manufacturing industry, however, and the construction sector, are represented by an industry training Committee which consists of the social partners and which undertakes periodic reviews of the training needs of each sector and makes recommendations on how these needs can be most effectively addressed. Recently, a number of working parties, consisting of representatives of the social partners, have been set up to represent the interests of the service sector.

Current information on the level of continuing training is contained in a survey carried out by the Market Research Bureau of Ireland on behalf of FAS in August 1989. This survey showed that the level of formal off-the-job training in Ireland is low by European standards, 21% of the workforce received some formal off-the-job training as opposed to a European average of 25%. The level of formal training was particularly low in the smaller firms, which predominate in Irish industry and many of whom do not have the resources to finance training themselves.

In order to encourage a greater level of continuing vocational training of small and medium size enterprises, particularly in the context of the Single Market, FAS introduced the Industrial Restructuring Pro-

gramme under which firms may avail of a number of different forms of assistance ranging from direct training to financial grants. The scheme provides funding to support training in key areas such as marketing and language training - in addition to information technology, quality service, new technology and finance and strategic planning.

Funding under the scheme will be limited to small to medium sized firms. Firms employing more than 500 people will not be eligible, while the level of subsidy will be higher for the smaller firm with grants of up to 80% available to firms with less than 50 employees. For firms employing between 51 and 500 employees, the grants are up to 50%. To be eligible for grant assistance, the company must have identified the training needs in the context of a Company Development and Training Plan.

It is difficult to give a precise definition of continuing training. However, for the purpose of this exercise, FAS is defining continuing training as any training which is applied to those who have already spent, or are likely to have spend, some period in employment. Thus, one could define continuing training as the training applied to all those who are in the labour force excluding first time job-seekers. Consequently, all training programmes which are predominantly targeted at those who have only recently completed their education such as the Apprenticeship Programmes and the Specific Skills Training Programmes for the unemployed are excluded from this exercise. The latter entail the training of about 10,000 mainly young unemployed people every year in FAS Training Centres or external locations and it represents a major component of skill training for the unemployed in Ireland.

However, in addition to the 10,000 unemployed people who receive training on the specific skills programmes, employers sponsor about 2,500 employees and these are included under the definition of continuing training. Similarly, training pro-

IRELAND

grammes, which are targeted at the older unemployed, such as the Alternance Programme, are classified as continuing training under this definition because such trainees are likely to have spent some time in employment.

It follows from this definition that the new job-training scheme which the Government has introduced recently does not qualify as continuing training. This is a work-based training programme, the purpose of which is to use training capacity and expertise within firms to train potential employees by designing tailor-made training programmes. The scheme is open to all employers in the private sector, commercial state sector or voluntary sector who have the capacity to provide training with certification to the required levels. An appropriate training specification and training plan must be provided by the em-

ployer and agreed by FAS. The total duration of the training can vary between 26 and 52 weeks. It is intended to provide in-company training places for up to 10,000 unemployed people under the programme and it is anticipated that most of the trainees will be young school-leavers.

The Levy-Grant system and the Industrial Restructuring Training Programme, along with whatever funds firms spend on their own training, are the major sources of finance of continuing vocational training in Ireland. The new Industry Training Grants, which are approved by FAS and administered by the Industrial Training Authority, would also represent a source of funding for continuing training.

There is no legislation in respect of access to training for employees in Ireland.

Definitions and key concepts

Definition of Continuing Training:

Continuing training is defined as any training which is applied to those who have already spent, or who are likely to have spent, some period in employment. Thus, one could define continuing training as the training applied to all those in the labour force excluding first-time job-seekers. Thus all vocational training which is targeted at those who have just completed their education such as apprenticeship, FAS Specific Skill training courses, the recently announced Government Job-Training scheme, are not included under the category of continuing training under this definition.

Definition of off-the-Job training:

The term off-the-Job training usually refers to a period of formal training which is not located in the workplace.

Funding of Continuing Training in Ireland:

The Levy Grant system and the Industrial Restructuring Training Programme, along

with whatever funds firms spend on their own training, are the major sources of finance of continuing vocational training in Ireland. The new Industry Training Grants which are approved by FAS and administered by the Industrial Training Authority also represent a source of funding of continuing training.

The Industrial Restructuring Training Programme:

This programme was introduced in September 1990 to assist small and medium-sized firms (i.e. firms employing less than 500 employees) who are undertaking re-training programmes in anticipation of the completion of the Single Market. The programme includes an advertising campaign, a series of sectoral studies of industry and a range of financial and training supports. Under the latter, firms employing less than 500 workers can qualify for subsidies of between 65% and 25% of costs depending on the number of employees.

IRELAND

SOURCE :

FAS

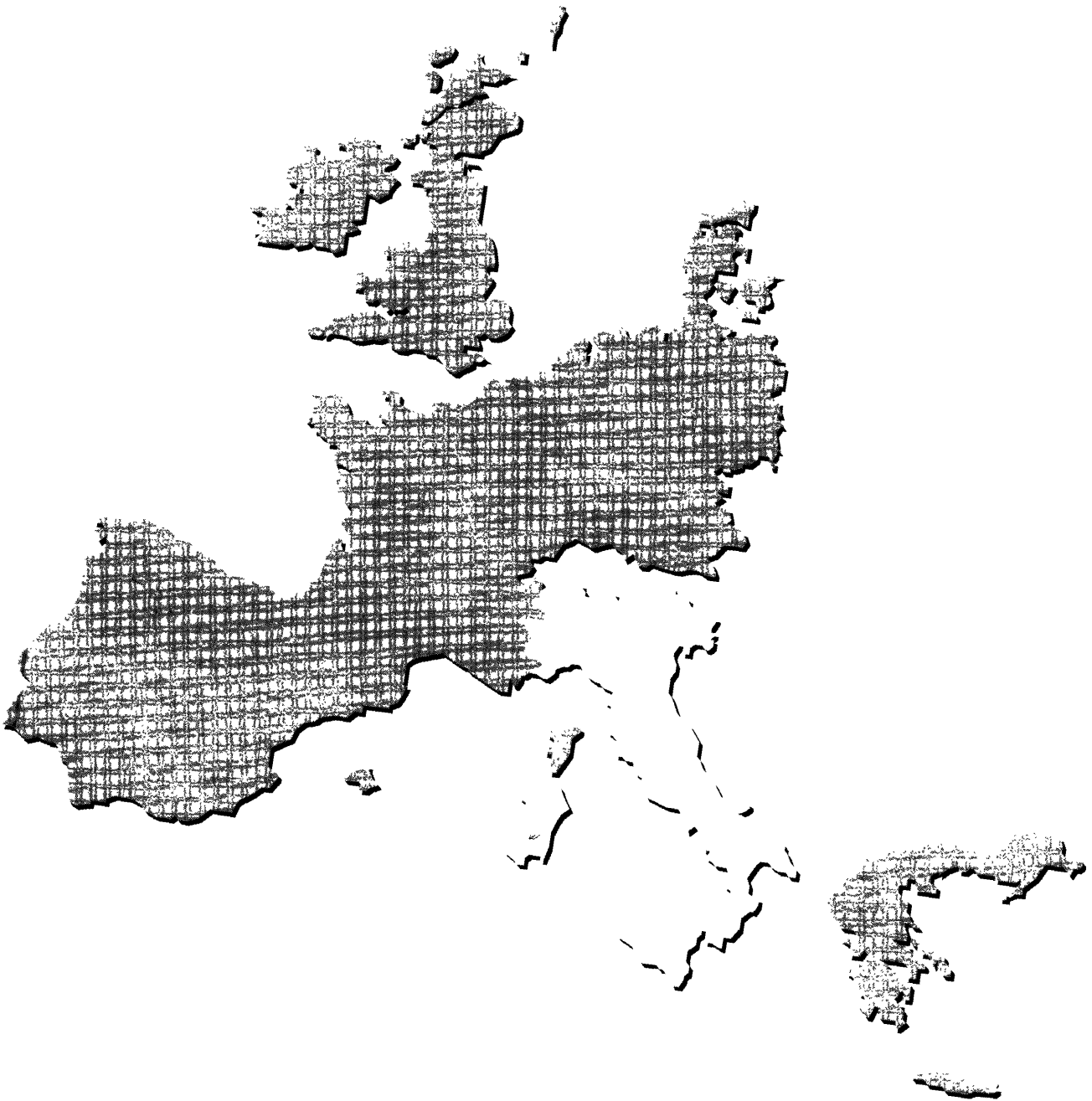
STANDS FOR FORAS AISEANNA SAOTHAIR WHICH, IN TRANSLATION MEANS, EMPLOYMENT AND TRAINING AUTHORITY.
27-33, UPPER BAGGOT DTREET
P.O. BOX 456
DUBLIN 4
TEL. : 353/1/68.57.77
FAX : 353/1/68.26.91

ABBREVIATIONS :

ITC STANDS FOR THE INDUSTRY TRAINING COMMITTEE.

IMI IS THE IRISH MANAGEMENT INSTITUTE.

I
T
A
L
Y



Description of continuing vocational training

(Basic laws, definition and concept, accessibility measures, funding mechanism)

CONCEPT

Continuing training or continuing professional education are synonymous and include, in the Italian conception, all the activities aimed at ensuring the cultural and vocational enhancement of workers, that is, the enhanced qualification or requalification of someone who is working or is unemployed but already possesses specific even if obsolete know-how in one of several sector of activity.

LAWS

The Italian model of continuing training system combines both initial and continuing training into a single set of laws. The normative foundation of the system we are examining is essentially laid down in the Italian Constitution Act. The latter refers to professional education in general, and not to continuing training in particular in art. 35 (the first article is Section II on "Economic Relations"). Here in paragraph two it is stated that the Republic must "ensure the training and professional enhancement of workers". "Craft and vocational training" is included in the list set out in the art. 117 of the Constitutional Act which provides for the transfer of legislative responsibilities by sector to the Regions. The constituent assembly's intention was to bring planning in this sector, as well as the consequent administrative management, closer to varying conditions in the different parts of the country, considering this to be the best solution for ensuring the complete and consistent development of the system.

The overall foundation of the institutional model in the education sectors set out in Act 616/1977, which was approved for the specific purpose of laying the administrative responsibilities of the Regions in the sectors transferred to them.

The above mentioned Act fully covers different types of training, making specific

reference in art. 3(to (services and activities (...) towards educational (...) enhancement, retraining, for any professional activity and any purpose, including continuing, permanent, recurring education (...).

The law 845/1978 is of fundamental importance. It provides a centrally coordinated but peripheral; flexible legislative and administrative apparatus.

The responsibility retained at central level regards (art. 18 L. 485/1978):

- "the discipline concerning the ordering of duties and professional functions into homogeneous groups of national qualification";
- guiding and control functions such as "study, research and experimentations";
- relations with the international and community agencies;
- technical assistance and funding particularly for those training initiatives linked to sectorial crisis;
- trainer's refreshing programmes.

Responsibilities of Regions are detailed in the art. 3 and 4 of the law 845/1978 respectively entitled "Powers and Functions of the Regions" and "Field of Action".

FUNDING MECHANISMS

On the one hand the regions draw upon the Common Fund provided for ordinary revenue of the Regions (art. 8 of law no. 281 of 16.5.1970). On the other hand, the regions may draw upon the European Social Fund (ESF). It covers only 50% of the total costs of the projects. The law 845/78 makes provision for Roll-over Funds with an initial endowment of 100 billion of lire fed by the payment of 2/3 of the revenue increase obtained by raising the supplementary contribution for compulsory unemployment insurance by 0.30%.

The cost of training activities required as a result of industrial reconversion is instead

met by the "Mobility Fund" of the Ministry of Labour.

Mention should also be made of special funds set up for the funding of special projects in areas characterized by a large gap between labour demand and supply.

Finally, mention should be made of decree law no. 492/1988, concerning the regional training system. This provides for the transfer of the residual two - yearly funds of the above mentioned Roll-over Funds.

The resulting picture suggests three principal considerations

- The Region is the main agent in vocational and continuing training activities of all kinds, whether initial or continuing, basic or higher.
- Vocational and continuing training are considered as an activity which is quite distinct from that of public education (school and University); in fact any possibility of awarding qualifications is excluded. The award of formal national qualifications is perceived as a monopoly held by the schools and university.
- In Italy there is no specific normative framework to regulate the supply of continuing training. The Italian model in fact combines both initial and continuing training into a single set of laws.

CURRENT SITUATION REGARDING CONTINUING TRAINING OFFER

Despite peculiarities, strengths and weakness of Italian continuing training model as it emerge from the above mention laws, it should be noted that the system seems to follow a path of its own which often diverges from the intentions of the designer of the model, who is about to review it. In reality two comparatively unrelated components operate in the Italian system of professional education. It is a "public sys-

tem" embracing all the initiative and bodies acting on the basis of funds supplied from the regional budgets and included within the purview of law 845/1978. Action is mainly directed towards initial training. Continuing training represent only the 35% of total courses funded by regions.

The "private system" operates in parallel with the above system. In the terminology normally adopted by experts in this field, the "private system" is taken to mean the total number of institutes operating outside the regional training system and therefore outside its regulatory purview. As is obvious, we are dealing with a heterogeneous group in which in fact the presence of public funding is neither sporadic nor negligible. This system includes both inter-company and in house-training. The "private system" is specialized in actions directed toward employed people, mainly, technicians, executives, managers (91% of total training initiative) while the "public system" is more concentrated on unemployed people. The "private" external offer of continuing training represent a stock of trainers, experiences and know how for in-house continuing training. In addition it also provides consultancy to companies as to how to design in-house training initiatives or "customised, turnkey products". The "public training system" has been almost completely excluded from this role.

It may thus be claimed that two comparatively unrelated systems actually operate on continuing training : a rigidly regulated "public" one and a "private" one, whose role, neglected in the normative framework, is significant and in rapid expansion.

However, the absence of rules on specific incentives for accessibility has a detrimental effect on the quality and effectiveness of the continuing training system.

PRESENT DEBATE

The guiding principles of our model outlined above, as laid down by law 485/1978 are seen to be one hand not to have been applied and, on the other, to

ITALY

be subject to debate and to proposed review.

In recent months several guide-lines have been proposed, namely:

- greater differentiation of the role of professional training vis-à-vis general education;
- higher degree of relatedness with the productive system;
- definition of quality standards and criteria;
- definition of national criteria for awarding training results;
- definition of a national qualification recognized system;
- definition of specifically designed incentives for continuing training accessibility.

Definitions and key concepts

SOURCE :

ARTES :

VIA CASTIGIONE, 80
40126 BOLOGNE
TEL. : 39/51.64.85.144
FAX : 39/51.64.84.188

**CONTINUING TRAINING
AND CONTINUING
VOCATIONAL EDUCATION**

Continuing training or continuing professional education are synonymous and include, in the Italian conception, all the activities aiming at ensuring the cultural and vocational enhancement of workers, that is, the enhanced qualification or requalification of someone who is working or is unemployed but already possesses specific even if obsolete know-how in one of the several sectors of activity.

**ROLL OVER FUNDS
(FONDO DI ROTAZIONE)**

The law 845/78 makes provision for Roll-over Funds with an initial endowment of 100 billion lire fed by the payment of 2/3 of the revenue increase obtained by raising the supplementary contribution for compulsory unemployment insurance by 0.30%.

**PUBLIC REGIONAL
VOCATIONAL TRAINING
SYSTEM**

The "public system" embraces all the initiatives and bodies acting on the basis of funds supplied from the regional budgets and included within the purview of law 845/1978. Action is mainly directed towards initial training.

THE "PRIVATE SYSTEM"

In the terminology normally adopted by experts in this field, the "private system" is taken to mean the total number of institutes operating outside the regional training system and therefore outside its regulatory purview. As is obvious, we are dealing with a heterogeneous group in which in fact the presence of public funding is neither sporadic nor negligible. This system include both inter-company and in house-training.

L U X E M B O U R G



Description of continuing vocational training

LUXEMBOURG

CURRENT LEGISLATION ON CONTINUING VOCATIONAL TRAINING

The economic crisis which struck Europe in the early 1970s naturally did not go unnoticed in Luxembourg. However, a policy of economic restructuring allowed the unemployment rate to be kept down to a very low level (1.3 - 1.7%).

Whereas in neighbouring countries continuing vocational training has often established itself in the form of retraining for a growing number of unemployed people, this is not the case for Luxembourg.

One conclusion is that the relative affluence of companies did not encourage to the same extent a more structured and more driving development of continuing vocational training in general. This does not mean, however, that continuing vocational training is left entirely to the companies themselves. Although we do not currently have a general law regulating all the issues of continuing vocational training, some current activities are in keeping with the summary framework established by the law of 4 September 1990 on reforming technical secondary education and continuing vocational training.

Continuing vocational training may be organized by:

1. the Minister for National Education;
2. the Chambers of Commerce;
3. the Communes;
4. private Associations which have been individually approved for this purpose by the Minister.

THE OBJECTIVES OF A POLICY ON CONTINUING TRAINING AND THE STRATEGIC ROLE OF THE PUBLIC AUTHORITIES

Continuing training must enable all social players to come to terms with the changes taking place in companies and within society and to manage their own professional and social mobility. This makes its mission cultural, social and economic which means that it affects individuals in their role as human beings, economic agents and citizens.

Increases in the level of knowledge, the offer of a "second chance" for adults to gain qualifications, retraining and professional adaptability, positive discrimination in favour of disadvantaged social groups, and the economic, political and social training of citizens will all be goals of a continuing training policy which will make the principle of "lifelong learning" its watchword for the future.

The primary goal of the public authorities, and - all the more - of the national education system, is twofold: the first aim being to facilitate the correct operation of training markets as far as possible by acting on the framework and mechanisms which govern this operation, and the second being to safeguard the fundamental interests of society beyond the short-term strategies governing the continuing training market.

The main tasks can be collapsed into 3 major categories:

Broadening access to continuing training and guaranteeing everyone the right to continuing training, especially citizens traditionally excluded due to under-qualification and/or insufficient means and availability. The right to training will be accompanied by improved financial incentives for both employees and companies, the free time required to participate in training and a transparent and efficient

LUXEMBOURG

evaluation and certification system for the types of training and the acquired skills.

Even though companies remain the preferred setting for continuing training, the State has a duty to improve the infrastructure outside companies by building top-quality continuing vocational training centres managed according to a concept broadly inspired by the private sector. These centres, which will be available to all companies, will take special pains to look after the needs of SMEs, which often lack the structural resources to provide their own training for their employees.

Looking beyond the short-term strategy, the State has a duty to ensure the principle of complementarity between the various

policies concerning continuing training, especially policies on job security, safety in the workplace and salaries. Finally, an even balance and efficient links between initial training and continuing training will be the best guarantors of efficiency in the two training systems.

At present there are no legal provisions governing the questions of access to and the funding of continuing vocational training.

Although the State co-finances the above-mentioned training providers to a large extent, companies finance their own in-house training.

As regards access, all the examples are possible.

Definitions and key concepts

LUXEMBOURG

CONCEPTS AND REFLECTIONS

Facing a rapidly changing and increasingly complex working world, political authorities resolutely insist on the need to develop continuing vocational training for employees, thus equipping them to respond to changes in their economic and social environment.

Demographic evolution and the serious shortage of qualified manpower necessitate efforts to support the country's investment in human resources in the area of initial vocational training as well as continuing training.

These efforts are increasingly important as the completion of the Single Market draws near and in relation to the resulting rise in competitiveness between national systems. Five initiatives have been taken recently by the government to promote continuing vocational training:

- the law of 20 March 1984 founding a Higher School of labour;

- the law of 4 September 1990 reforming technical secondary education and continuing vocational training;
- the law of 19 July 1991 creating an adult training service and giving legal status to the Luxembourg Language Centre;
- a bill providing for the creation of a national institute for the development of continuing vocational training;

The bill providing for the creation of a national institute for continuing vocational training is based on the tripartite model. This form of management is the best suited to establishing guidelines for method and content corresponding to economic, social and pedagogical realities, constraints and requirements and thus enabling the necessary coordination.

- a referral to the ESC (Economic and Social Committee) aimed at deliberation on the framework of a bill addressing specific questions relating to continuing vocational training.

SOURCE :

MINISTÈRE DE L'ÉDUCATION
NATIONALE :
29, RUE ALDRINGEN
2960 LUXEMBOURG
TEL. : 352/46.802.557
FAX : 352/47.41.16

N E T H E R L A N D S



Description of continuing vocational training

NETHERLANDS

1. LEGISLATION

The State is legally responsible for initial education. The Employment Policy Act, which came into force on 1 January 1991 and provides for autonomy and decentralization in the organization of job creation, defines the joint responsibility of the State and the social partners with regard to training for the unemployed and for workers threatened with job loss. The main responsibility for training workers is incumbent upon trade and industry, but it is not regulated by the law.

Responsibilities regarding the training of workers were first divided among the State and the social partners in 1989 under their Basic Common Policy and the agreement they reached in late 1991, known as "Cooperation on vocational training". The social partners are primarily responsible for training, whereas the State plays a promotional role (especially as regards the participation of women, minorities and poorly qualified individuals) and also subsidizes specific activities (e.g. the dissemination of information). Furthermore, the State orchestrates the experiment called "Project for intensifying on-the-job training" (PIB) and the "System for subsidizing in-service training for workers" (SSWB) which are primarily intended to stimulate training schemes implemented by small and medium-sized enterprises.

The responsibility of the social partners with regard to training is laid down in the collective agreements on labour. Sixty-six percent of the collective agreements studied include agreements on the promotion of training and/or employment. These agreements are especially concerned with regular vocational training by means of apprenticeships, leave for training and the creation of training funds.

There are no general regulations concerning study leave in the Netherlands.

The framework law on adult education (KVE) was passed by parliament in June 1991. It aims at promoting consistency, mutual coordination and the further development of (vocational) training for adults. It also provides for greater decentralization of responsibilities to the communes. The communes receive financial aid from the adult education fund (which covers the budgets devoted to basic education, general continuing training for adults and alternance training) which they may divide among the three types of education as required, it being understood, of course, that the amount attributed to basic education may never be decreased.

The law currently under preparation on vocational training courses (WCBO) will complement the law on job creation to more intensively exploit the existing network of schemes falling within the framework of training for workers, for the unemployed and for workers threatened with job loss. The new law will also govern the organization of apprenticeships. Indeed, the role played by apprenticeships in initial training (primary apprenticeships) is intensified in the area of worker training (secondary or tertiary apprenticeships).

Finally, although the policy laid down a clear ideological division of responsibilities for training, in practice these responsibilities are still very much interwoven. Hence, medium and upper level alternance training is still fully funded by the State, with workers increasingly taking part in the courses offering this kind of training. In addition, part of the costs of training the unemployed are borne directly by employers under agreements concluded within collective agreements. Consequently it is more difficult to delimit individual responsibilities in practice than on paper.

Definitions and key concepts

SOURCE :

MINISTRY OF EDUCATION AND SCIENCE :

PO BOX 25000
27000 LZ
ZOETERMEER
TEL. : 31/79.53.31.49
FAX : 31/79.53.19.53

ABBREVIATIONS :

BBS - BIJDRAGEREGELING BEDRIJFTAKGEWIJZE SCHOLING WERKLOZEN (SUBSIDY SCHEME FOR TRAINING IN COMPANIES)

BVL - BIJDRAGEREGELING VAKOPLEIDING LEERLINGWEZEN (APPRENTICESHIP VOCATIONAL TRAINING GRANTS)

CAO - COLLECTIEVE ARBEIDSOVEREENKOMST (COLLECTIVE LABOUR AGREEMENT)

CBA - CENTRAAL BESTUUR VOOR DE ARBEIDSVORZIENING (CENTRAL BOARD EMPLOYMENT SERVICE)

CBB - CENTRA VOOR BEROEPSORIENTATIE EN BEROEPSOEFENING (CENTRES FOR VOCATIONAL ORIENTATION AND PREPARATION)

CEDEO - CENTRUM VOOR DOCUMENTATIE VAN EXTERNE OPLEIDINGEN (CENTRE FOR DOCUMENTATION OF PRIVATE NON-ENTERPRISE COURSES)

CV - CENTRA VAKOPLEIDING (VOCATIONAL TRAINING CENTRE)

HOG - HERORIENTERINGSFESPREKKEN (REORIENTATION TALKS)

KRS - KADERREGELING SCHOLING FRAMEWORK REGULATION FOR TRAINING)

PBVE - PRIMAIRE BEROEPSGERICHTE VOLWASSENENEDUCATIE (ELEMENTARY VOCATIONAL ADULT EDUCATION)

RBA - REGIONAAL BESTUUR VOOR DE ARBEIDSVORZIENING (REGIONAL BOARD EMPLOYMENT SERVICE)

ROC - REGIONAAL OPLEIDINGEN-CENTRUM (REGIONAL EDUCATION AND TRAINING CENTRE)

2. DEFINITION OF THE TARGET GROUP

The definition of the target group depends on the definition of training. In the Netherlands there is no precise definition of training or of the people or categories involved. The definition of continuing vocational education as mentioned in the comparative study by Mr Davis, Mrs Ravanel and Mr Walther (1991) was respected in the Dutch "Managing Chart", it being understood of course that the particular situation of the Netherlands poses problems concerning the status to be given to apprenticeships (primary apprenticeships belong within initial training, whereas secondary and tertiary apprenticeships are part of continuing vocational training) and to training for the unemployed, the latter being funded by employers in a number of instances.

Thus, the following definition was adopted: "Any education or training of employees, which takes place subsequently to compulsory schooling and after a certain interval of time (not yet defined) and which is partly or wholly financed by employers for their employees (including the self-employed)".

3. ACCESS TO TRAINING

A number of collective agreements include agreements regulating the access to training for workers. Some also aim at facilitating the participation of specific target groups. Poorly qualified or elderly workers, women taking up or resuming work, young people and the long-term unemployed benefit from particular attention. This also holds true for promotional measures taken by the State focusing on the unemployed and workers threatened with job loss.

The framework regulation on training (KRS) of the Central Employment Office (CBA) lays the foundations for providing support for training the unemployed and workers threatened with job loss. Vocational Training Centres (CV) are part of

the arsenal of measures aimed at creating jobs and provide preparatory training for technical and administrative positions. In the same context, Career Guidance and Professional Activity Centres (CBB) are concerned with the unemployed and with poorly qualified workers threatened with job loss. Vocational Schools for Women are training projects aimed at (re-)integrating women into working life (in occupations usually reserved for men). The Regulation for Assistance with Vocational Training and Apprenticeships (BVL), also placed under the direction of the CBA, aims at financing the practical component of vocational training of apprenticeships via funds set aside for apprenticeship training which are managed by the social partners. Primary Vocational Training for Adults (PBVE), an initiative of the Ministry of Education and Science concerns training of relevance to the labour market for poorly qualified adults and is intended in particular for women and immigrants. The CBA's Regulation for Assistance with Specialized Training for the Unemployed (BBS) provides for the granting of financial aid at sectorial level to associations of workers' and employers' organizations, and has set up a plan providing training for unemployed people registered with an RBA (Regional Employment Office, decentralized branches of the CBA), provided that the training is aimed at obtaining a concrete job.

The Employment and Training Fund (A+O fund) was created with a view to stimulating job opportunities and training in government departures.

4. POLICY LEVELS

Within the Central Employment Office (CBA), the State and the social partners conclude agreements regarding training for the unemployed and for workers threatened with job loss. Negotiation on training between the various social partners is organized mainly within collective labour agreements.

NETHERLANDS

5. CONTENT AND PROGRAMMES

There are no legal provisions defining the nature, quality or content of training programmes. Nevertheless, under the Recognized Training Establishments Act (WEO) the State can assess the training programmes of certain establishments (on a voluntary basis) and award them a quality label.

Other government measures are under preparation which aim at enhancing the transparency of both the labour market and the adult training market, notably by restructuring the qualifications system, recognizing qualifications and compiling a catalogue of the training on offer.

A number of activities have already been organized in this area. In certain highly specific sectors (metallurgy, for example), a catalogue of the training on offer is being compiled. The Documentation Centre for external Training Schemes (CEDEO) is compiling a national data base of all training schemes organized in the various sectors, applying extremely reliable quality standards.

As part of the training offered on the adult education market, secondary apprenticeships and secondary alternance vocational training play an important role in the range of training for workers. Indeed, many people employed in a particular area follow this type of course.

SSWB - SUBSIDIEREGELING SCHOLING WERKNEMERS IN HET BEDRIJFSLEVEN (SUBSIDY SCHEME FOR TRAINING OF EMPLOYEES IN BUSINESS)

SVE - STICHTING VOOR VOLWASSENENEDUCATIE (FOUNDATION FOR ADULT EDUCATION)

VE - VOLWASSENENEDUCATIE (ADULT EDUCATION)

WCBO - WET OP HET CURSORISCH BEROEPSONDERWIJS (VOCATIONAL COURSES BILL)

WEO - WET OP DE ERKENDE ONDERWIJSINSTELLINGEN (LAW ON THE ACCREDITED PRIVATE EDUCATIONAL INSTITUTIONS)

P O R T U G A L



Description of continuing vocational training

PORTUGAL

Some factors characterizing recent developments in this area

CONCEPT

It cannot be said that there is a uniform concept of continuing training in Portugal; the effort that has gone into this sector over the last years has started to bear fruit and it is now possible to establish a few definitions and concepts.

A recent study published within the framework of the interministerial Commission for Employment in this context has identified the following points:

Continuing Training - "Training which encompasses all the processes of formal and institutionalized training and which takes place after an initial period of vocational training in order to optimize an individual's adaptation to technological and technical changes, to encourage the insertion of the individual in society and to allow him or her to contribute to the cultural, economic and social development of society".

Continuing training, in the sense of supplementary training, refreshing skills, improving the level of proficiency, specialization, retraining etc, even if on a small scale, has already existed for several years in Portugal and yet in use of the term continuing training as a generic concept for all of the above is quite recent.

Since the beginning of the 1980's, universities, technical schools and certain State organizations as well as large firms/associations have started to put forward courses/initiatives in the domain which is now referred to as "continuing training". This has favoured the creation of a network of vocational training centres which have been set up in accordance with the protocols between the State/IEFP and other institutions within the State administration and above all between the State and management and trade union associations and of course between the State and the business sector.

Several training decrees have been published to date, one of which is the legislative decree 165/84 which is aimed at strengthening support given to this type of training. By and large it is only over the last few years, given the realization that there is a deficit of skilled and qualified labour which is holding back competitiveness both at home and abroad, that the government, with support from social partners and with the publication of legislation in 1989-90 conceived to remedy the situation, has given priority to further training at all qualification levels and in all sectors of activity.

ORGANIZATION OF CONTINUING VOCATIONAL TRAINING - THE CVT SYSTEM.

Thanks to the measures that were taken on behalf of CVT to promote the creation of infrastructures and to provide grants to firms and institutions in the technic-pedagogical as well as financial sectors whilst emphasizing the roles that are played by these firms and institutions in the context of CVT, there has been a significant increase, of approximately 2.000, in the number of firms which have developed further vocational training initiatives in 1990.

As a result, and given the diversity of the organisational fabric of the business sector in Portugal, which is principally made up of Small and Medium Size firms, we now have a very diverse range of training solutions and methods which on the one hand constitutes the richness and diversity of our system but, on the other hand, makes it difficult to pick out the main features in this growth phase.

THE ACTORS OF CONTINUING TRAINING

In spite of the fact that universities and professional schools play an important role in this domain, the main actors, in the present context of economic and social de-

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velopment and in terms of financial input are:

- business management and trade union associations which represent 82% of the whole;
- professional training centres and social partners which represent 18% of the whole.

FINANCING OF CONTINUING VOCATIONAL TRAINING

The framework for the financing of CVT is defined by public legislation which has been elaborated to this effect; the State is to finance training schemes which correspond to certain defined standards in accordance with a well established set of priorities. The grants cover between 80 to 100% of the costs incurred by each course. This percentage is determined accord-

ing to the level of the qualification obtained by the recipient at the end of the training course.

When bestowing grants, priority is given mainly to Small and Medium Sized Enterprises. However, large-scale enterprises of businesses also have access to financial support in specific cases and when they set up internal restructuring processes.

In very particular circumstances, individuals may also draw-up and present their own training plan and apply for an individual grant.

In order to benefit from technical and financial assistance, the interested parties have to submit their applications to the regional structures of the IEFP (centres for employment and vocational training).

Definitions and key concepts

PORTUGAL

TRAINING INITIATIVE

A concrete training activity which establishes contact between the trainer and the recipient.

TRAINING ACTIVITY

Integrated tasks as a whole which aim to design, organise, develop and evaluate the training activity.

UPDATING TRAINING (THE EXPRESSION IS RARELY USED)

Training designed to correct routine behaviour, to refresh existing skills or to re-acquire practical aptitudes through a specific vocational retraining course.

FURTHER TRAINING

Training which follows the initial professional training course and the aim of which is to consolidate and improve knowledge, practical skills and aptitudes, attitudes and forms of behaviour within the framework of the individual's profession.

TRAINING ALLOWANCE

A periodic subsidy or other financial advantage which is paid by an employer, a public entity or by another source, to an individual who qualifies as a trainee for a fixed period of time, the said traineeship usually taking place outside the workplace.

TRAINING CENTRE

An establishment possessing a structure which is capable of mobilizing and using the means necessary to fulfil training actions.

TRAINING CONTENT

The body of knowledge and practical skills to be acquired; attitudes and forms of behaviour to be developed through training.

TRAINING CONTRACT

A written agreement between the training entity and the recipient according to which the latter is obliged to attend a defined professional training activity and the entity in question undertaking to deliver the necessary instruction, in its premises or elsewhere.

TRAINING COURSE

A training programme which has to be followed in order to ensure the acquisition of knowledge and the development of practical aptitudes or skills, the attitudes and the forms of behaviour necessary to the exercise of a profession or group of professions.

TRAINING ENTITY

An entity which organizes and delivers professional training actions.

SKILL TRAINING

Training whose purpose is to strengthen, develop and deepen practical aptitudes, attitudes and forms of behaviour of the skills acquired during basic professional training and which are necessary for the satisfactory completion of certain professional tasks.

OFF-THE-OB TRAINING

Training which is delivered by the firm but which takes place in specially equipped premises within the firm (workshops, training centre, classroom, etc.), or outside the firm's premises.

IN-PLANT TRAINING

Training which is delivered on the premises of a firm, the recipient having the status of employee. This type of training may be delivered on the job or not.

PORTUGAL

SOURCE :

INSTITUTO DE EMPRESAS E
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ON-THE-JOB TRAINING

Training which is delivered at the workplace by using everyday professional activities as a basis to teach and carry out practical exercises.

AFTER WORK TRAINING

A training activity, of varying duration, delivered outside normal working hours.

CONTINUING PROFESSIONAL TRAINING

Training which encompasses all the training actions, organized and institutionalized which take place after the initial period of professional training in order to make way for adaptation to technological and technical changes and in order to promote the insertion of the individual in society and to encourage him or her to contribute to the cultural, economic and social development of society.

EDUCATIONAL LEAVE

An agreement by which the employee is allowed to absent himself or herself during working hours so as to attend a training action. The salary can be maintained in its entirety or in part.

TRAINING OBJECTIVES

Descriptive definitions of the results to be obtained during a fixed period of training applied to a defined group of persons or in targeted area.

TRAINING PROGRAMME

The body of activities which are to be developed during the training action, which are defined on the basis of theme or sector, objectives, target group, methodology, content and length.

UPGRADING TRAINING

Training which aims at providing a higher level of qualification on the scale of the professional hierarchy.

REFRESHER TRAINING

Training whose purpose is to update or to disseminate new knowledge, practical aptitudes, attitudes and forms of conduct within the same profession with particular emphasis on scientific and technical progress.

RETRAINING

Training which forms part of further professional training and which aims at providing the individual with a qualification which is different to that which he/she already has, enabling the individual to take up a different profession. This kind of professional training can be followed by specialization.

U N I T E D K I N G D O M



Description of continuing vocational training

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Continuing Vocational Training (CVT) in the United Kingdom reflects the free market policies adopted by the Government since 1979. It is therefore largely the result of decisions made by employers and individuals about the need for and development of work related skills. Government perceives its role as being to promote the necessary conditions for vocational training to flourish, although it will intervene (through vocational training programmes) to support disadvantaged groups such as individuals who have been unemployed for two years or more.

There is no universally accepted or legal definition of CVT. Indeed, there are often indistinct boundaries between training, education and work experience and between initial and continuing training. For the purposes of this exercise CVT has been distinguished as being "any form of education or training - other than recreational - undertaken after the completion of initial education or training which is designed to develop the range of knowledge and skills related to current or future work by formal, structured or guided means (that is, other than by pure work experience)".

CVT therefore includes that provided by employers and training bodies, that financed by the State, as well as that funded by individuals themselves. It can take many forms including:

- "off-the-job" training away from the workplace at, for example, a residential training centre or within the State education sector;
- "off-the-job" but within the employers premises, for example at a company training centre;
- via open or distance learning packages, followed by the individual at home or the workplace;
- "on-the-job" training where instruction is provided usually by a manager or supervisor at the place of work;

or

- "outside employment", for example, within a programme for the unemployed where training is usually coupled with periods of work experience.

There are few statutory rights to training other than those linked to health and safety requirements. CVT is therefore strongly linked to economic development. A major survey of employers carried out by the Employment Department in 1986/87, identified:

- the force of organisations' markets (the need to sharpen competitiveness and the influence of customers' demands)

and

- the need to respond to pressures from the labour market (recruitment problems or "skill shortages") as the main factors, (other than Government legislation or schemes), affecting the amount and type of training undertaken.

The infrastructure which supports CVT in the UK includes:

- the National Training Task Force (NTTF), set up in 1989 to advise the Secretary of State for Employment on strategic policy objectives for training, vocational education and enterprise development and to monitor the performance of TECs and Lecs (see below);
- over 120 Industry Training Organisations (including 4 statutory boards) which:
 - monitor future skill requirements and training needs within the sector;
 - develop and promote occupational standards;
 - encourage employers within the sector to contribute towards training.

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- a network of Training and Enterprise Councils (TECs) in England and Wales and Local Enterprises Companies (LECs) in Scotland, established during 1990-91 as private companies with the majority of board members drawn from leading private sector businessmen and women. Their role is to:

- examine the local labour market and identify the key skill needs and opportunities for business growth
- plan and fund training and enterprise programmes to meet identified local needs
- stimulate greater employer investment in training
- design and test new training and enterprise initiatives to meet the particular needs of the local area
- deliver and develop the training and business programmes previously run (and still funded) by the Employment Department.

- the National Council for Vocational Qualifications (NCVQ), established in 1986 to lead the reform of vocational qualification systems in England, Wales and Northern Ireland. Parallel work is undertaken in Scotland by SCOTVEC. The aim is, by 1992, to establish a UK-wide system of vocational qualifications (NVQs), based on clear standards of competence across industry and levels, for 80% of the workforce in all of the most economically significant occupations.

The NVQ framework consists of five levels of achievement. The following provides a general guide for each level:

- Level 1 - competence in the performance of a range of varied work activities, most of which may be routine and predictable;
- Level 2 - competence in a significant range of varied work activities, per-

formed in a variety of context. Some of the activities are complex and non-routine, and there is some individual responsibility or autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement;

- Level 3 - competence in a broad range of varied work activities performed in a wide variety of contexts and most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often required.
- Level 4 - competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present;
- Level 5 - competence which involves the application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountabilities for analysis, diagnosis, design, planning, execution and evaluation.

Training can lead to the award of a complete NVQ level or, perhaps more frequently, to a unit or partial NVQ. In addition, individuals who already possess skills gained through a lifetime of work can have their competences formally recognised by the Accreditation of Prior Learning.

In addition, a number of national initiatives have recently been launched, each of which should significantly influence CVT over the next few years. These initiatives include:

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- National Education and Training Targets, launched by the Confederation of British Industry in 1991 after being developed in consultation with employers and various education and training organisations. The targets have been endorsed by many organisations including the Government, the Trades Union Congress and TECs/lecs.

Targets are split into those relating to:

- **Foundation Learning**

a) by 1997, 80% of young people to reach NVQ level 2 (or equivalent)

a) training and education to NVQ level 3 (or equivalent) available to all young people who can benefit

c) by 2000, 50% of young people to reach NVQ level 3 (or equivalent)

d) education and training provision to develop self reliance, flexibility and breadth.

- **Lifetime Learning**

a) by 1996, all employees should take part in training or development activities

b) by 1996, 50% of the workforce aiming for NVQs or units towards them

c) by 2000, 50% of the workforce qualified to at least NVQ level 3 (or equivalent)

d) by 1996, 50% of medium to larger organisations to be "Investors in People".

- the recognition of employers as "Investors in People". To be regarded as such they must:

- demonstrate a public commitment, from the top of the organisation, to develop all their employees to achieve business objectives;

- regularly review the training and development needs of all their employees;
- act to train and develop individuals on recruitment and throughout their employment;
- evaluate the investment in training and development to assess achievements and improve future effectiveness.

These standards will be assessed by TECs and lecs and "Investor in People" status awarded only to those who can clearly demonstrate that they have been achieved.

- the enhancement of vocational information, advice and guidance services. Such as:

- gateways to training which aim to assist adults acquire the right skills and to make sound decisions about their future by improving access to information, about labour market needs, training and employment opportunities and guidance about their developmental requirements;
- training access points (TAPs) designed to give easy access via touch sensitive interactive computer screens located in libraries, banks, supermarkets, etc;

and

- the introduction of tax relief for individuals paying for training leading to an NVQ up to and including level 4 together with the gradual introduction or extension of Career Development Loans and Training Credits designed to give people the purchasing power to follow training to approved standards.

UNITED KINGDOM

Definitions and key concepts

SOURCE :

EMPLOYMENT DEPARTMENT
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SHEFFIELD ST 4PQ
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FAX : 44/742.75.83.16

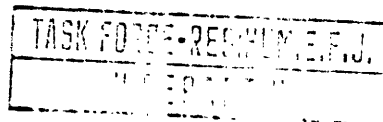
- a) Continuing training for employees is primarily the responsibility of the employers.
- b) Governmental expenditure on training is primarily in respect of unemployed youth and the long term unemployment.
- c) Governmental expenditure on training includes some assistance to minority groups seeking to enter the workforce, eg disabled and women returners.
- d) Training Programmes established to assist unemployed young people, the long-term unemployed and minority groups are administered by local private companies; Training and Enterprise Councils (TEC's).

UNITED KINGDOM



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OF THE EUROPEAN
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Brussels,
RW/mca



18.09.92 08000

Task Force
Human Resources,
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FORCE Programme
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Dear Sir or Madam,

I have great pleasure in informing you of two publications which the Task Force Human Resources has just published within the context of the FORCE Programme. The first is the Compendium of FORCE Projects 1991-1993 which sets out in detail the objectives, the working methods and planned results of the transnational projects selected as a result of the 1991 call for proposals. The second is the Synoptic Tables, which sets out available information on continuing training from all twelve Member States.

The objective of these two publications is to highlight the range of complementary actions which have been set in hand in the Member States in terms of company investment in the training and qualification of their employees.

I hope that they will be of help to everyone in the training field as they face up to the challenge of vocational training in the European Community in the 1990's.

I thank you for all the important work which you have done in the context of FORCE.

Yours faithfully,

H.C. Jones
Director



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