



In the run-up to the European internal market in 1992, the process of social integration within the EC in general and common initial and continuing vocational training policies in particular have taken on more importance. A high target has been set: each and every citizen in the entire EC is to be able to look for and find employment in keeping with his/her qualifications. Before this can be realized, the differences in training levels and standards between the various States and regions of the EC must gradually be dismantled. Furthermore, the vocational qualifications in one country must become better known and thus lend themselves more to comparison with those in the other countries.

CEDEFOP Guidelines 1989-1992

In its new GUIDELINES outlining the contents of its annual work programme for the coming four years (1989-1992), CEDEFOP has given top priority to the gradual implementation of a "European Labour Market". It is to intensify its efforts to establish "comparability of training qualifications" in the 12 Member States. This will serve as the basis for comparative overviews of the occupational profiles and vocational qualifications for occupations - initially at skilled worker level - in the most important economic sectors. It is hoped that this work will be completed by 1992, the year marking the implementation of the internal market.

At the same time, CEDEFOP, in collaboration with groups of experts from the EC Member States, will draw up common "occupational profiles" in the Community. These will be able to serve as reference frameworks both for the development of new types of training courses as well as for their mutual recognition in the future. Such

training possibilities have already been developed in the service sector and in manufacturing industry in several Member States although their comparability has yet to be established.

The great prospects of the "European Internal Market - European Labour Market - European Educational Area" should in no way detract from the grave problems posed by the social disparities in vocational training and the employment area, which CEDEFOP has drawn attention to in its work now spanning 12 years. Much attention is also paid in its new guidelines to the demand for initial and continuing vocational training for those threatened with marginalization despite the European integration process. The increasing number of long-term unemployed, unemployed women, disadvantaged young people as well as the conditions in disadvantaged regions, small enterprises and cooperatives continue to be of particular importance. An attempt was made in the schematic diversity and com-

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European Communities

plexity of the guidelines to take maximum account of the conflicting economic and social interests which are beginning to emerge with the creation of the European internal market.

The social dialogue, in particular between the employers' and the employees' organizations, which was not mentioned in the treaties establishing the EC but was included in these after the "Single European Act" was passed in 1987, will play an even more important role in the scope of CEDEFOP's work programmes over the next 4 years. The guidelines 1989-1992 were

conclusively debated and unanimously approved on 16 September 1988 by the CEDEFOP Management Board. They have been published in all the official languages of the EC and on written request can be obtained free of charge from CEDEFOP.

The Berlin EC Centre has several new activities. One of them involves the presentation from 1989 onwards of a "European Prize for Television Productions" which draw attention in an outstanding manner to European aspects of vocational training or incorporate this into a programme's contents.

A new sphere of work for CEDEFOP is the gradual exchange of information, publications and research findings in the field of vocational training with Eastern European countries of the Council for Mutual Economic Aid and with Latin America.

E.A.P. Berlin Model of a European University

The E.A.P. European School of Management Studies in Berlin has acquired state recognition as a German academic establishment of higher education.

As a French "Grande Ecole" and a German university, the E.A.P. has thus become the model of a European establishment of higher education. Students trained as European management personnel at E.A.P. can now acquire a "Diplôme de Grande Ecole" and the German academic degree "Diplom-Kaufmann/Kauffrau" (degree in business management).

Recognition as a German university confirms the concept of intercultural management training.

Executive personnel, able to think beyond national borders and move flexibly in differing enterprise cultures, is being trained as a response to the increasing internationalization of markets and the specific challenges posed by the European internal market.

The decision of the Berlin Senat to bring the E.A.P. to the city in 1984 was based on the insight that training European executive personnel would signify an investment in the future for the city. This explains why from the very beginning, the Berlin Chamber of Industry and Commerce and wide circles of German trade and industry supported this concept. Not least, the recognition of a French Grande

Ecole as a German university also contributes to fulfilling the friendship contract sealed between Berlin and Paris on the promotion of cooperation in science and research.

400 students from all over Europe are currently completing in 3 countries and 3 languages their main course of studies in Economics at the E.A.P. majoring in "International Management". More than 800 graduates of E.A.P. from 20 nations have meanwhile embarked upon their professional careers in over 30 countries.

EAP

**From the
Member States**

F

**The Qualifications Passport
On the way to a European Training
Passport
Learning from National Experience**

The European Parliament as well as national parliaments have repeatedly advocated the creation of a European vocational training passport. The EC has included this target in its so-called White Paper for the internal market. A European vocational training passport should certify that a particular occupational qualification acquired in any one EC Member State is comparable to training qualifications of other Member States. The transparency resulting from an EC training passport would facilitate employee mobility in the entire internal market. It is difficult enough on occasion, however, to keep a record of the proof of qualifications acquired in one and the same country. An example from France indicates what solutions have been found on a national level.

The qualifications passport, called "portfolio" by its North American inventors, exists in a different form in France. It can be used in its entirety or in part, depending on the circumstances (starting training, looking for work, promotion...) and the negotiating partner. Most frequently it appears in the form of a dossier as a type of folder with removable pages. It provides the following:

- a record of the knowledge gained during training, in the enterprise, in society and in personal life,
- documentation and certification of these qualifications,
- an instrument which should

The qualifications passport of Val d'Oise consists of a folder containing the following:

- certificates testifying personal and occupational experience (diploma or partial diploma,



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constantly be held in readiness in working and social life.

Two recent initiatives are going in this direction: the qualifications passport drawn up by the Centre de bilans of Val d'Oise and plant agreements in the region of Orleans.

training certificates and work references);

- a list of the qualifications and skills gained during general education and while working, and in the personal and social fields.

This record is supplemented by certification of specialized knowledge, short descriptions of skills, examination reports, and intermediate reports on knowledge acquired.

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From the Member States

THE QUALIFICATIONS ...

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Although it is compiled at a particular point in time and is thus complete in itself, this record can nevertheless be extended.

It offers the business or personnel adviser objective documentation for his projects, strategies and negotiations. The dossier remains in the possession of the business or personnel adviser but the bearer is supposed to supply supplementary information and keep it up-to-date. In the Centre region, the qualifications passport is already common property by reason of intensive work conducted by DAFCO (delegation for continuing training) and CAFOC (continuing training centres).

The qualifications passport is a personality-oriented instrument

serving promotion, but it also provides a starting point for training activities and the training of trainers.

The interest of companies has also been aroused since they make use of all this knowledge. This is why DAFCO's work has induced the social partners to include the qualifications passport in a plant agreement.



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As a result, the employees of this company can prepare their "annual talk" with their superior with the help of their qualifications passport which may be compiled with the guidance of a continuing training counsellor in a work appraisal session beforehand.

Centre INFFO

Three-country Exchange Programme

France, Germany and Ireland have decided to adopt a new type of exchange programme. 100 unemployed and redundant craftsmen are being supervised within the framework of this programme: 40 from France, 30 from Germany and 30 from Ireland.

The participants will spend some time in each of the host countries becoming familiar with the customary national training system for the craft in question. Within the framework of the programme, the participants are to be given the opportunity to take the master craftsman's examination if they wish to do so.

The training covers the following

craft occupations; carpenter, roof-slayer and tiler, mason/bricklayer, plumber, plasterer, cellarman, agricultural mechanic and stone mason.

Language and culture likewise constitute part of the programme.

The programme will run until the end of 1989 and is financed jointly by the European Social Fund and

FÁS, the national training and employment authority in Ireland. The sponsors and administrators of the programme in Germany and France respectively are the Chamber of Handicrafts in Cologne and the Association Ouvrière des Compagnons du Devoir in Tours.

The progress of the pilot programme will be monitored in detail. The development of such programmes is an important step towards implementing common training standards for craft occupations in the European Community.

Upward Trend in Apprenticeships in Italy

In 1986, there were 588 237 apprentices in Italy, which signified an increase of 7.54% over the preceding year. The positive trend in apprenticeship training after five years of steep decline can be attributed to two factors:

- the favourable economic situation in Italy in 1986,
- the new collective agreement on apprenticeships has stood the test: apart from the State assuming the costs of social welfare, the new agreement guarantees a starting salary of between 58% and 85% of the corresponding normal wage depending on year of apprenticeship and age of the apprentice.

Regional distribution of apprentices on 31 August 1986

Approximate geographical distribution	Apprentices in craft enterprises			Apprentices in other enterprises			Total number of apprentices in enterprises		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
North Italy	155.194	94.376	249.570	65.373	51.228	116.601	220.567	145.604	366.171
Central Italy	47.506	26.588	74.094	22.234	14.381	36.615	69.740	40.969	110.709
South Italy	37.366	19.809	57.175	18.958	13.860	32.818	56.324	33.669	89.930
Italian Islands	11.049	2.817	13.866	4.728	2.770	7.498	15.777	5.587	21.364
Italy	251.115	143.590	394.705	111.293	82.239	193.532	362.408	225.829	588.237

As is the case with training and work contracts, the number of apprenticeship contracts seems to show a strong correlation with the economic situation. The increase recorded in 1986 goes entirely to the credit of Northern Italy: there the percentage jumped from 57% to 62% whereas Central Italy showed no change at all and the South registered the loss of 13.000 jobs.

Geographical distribution of apprentices (as %)

	1986	1985
North	62	57
Centre	19	20
South	15	19
Islands	4	4
Italy	100	100

From the Member States

B



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and adaptability on the basis of his/her knowledge of foreign languages. And finally they would like to use these criteria to assess the applicant's general level of education.

Recruitment tests differ from occupational group to occupational group. Commercial executive personnel are tested the least frequently for their proficiency in languages. Leading administrative employees and secretaries have to give written evidence of their knowledge of foreign languages, whereas commercial employees and qualified personnel in accounts departments are more frequently assessed on their oral language proficiency.

In 83% of cases applicants for senior secretarial positions have to undertake a test in conversation. Reception personnel must always conduct a conversation in the foreign language and frequently have to sit translation examinations.

The tests differ depending on the location of the enterprise and the sector. Large companies normally scrutinize the foreign language proficiency of their applicants more closely. In Brussels a knowledge of Dutch is checked somewhat more frequently than in other regions.

The survey also indicates that service and industrial enterprises check an applicant's proficiency in English to the same extent while service enterprises are often interested in an applicant's knowledge of Dutch as well. Proficiency in German on the other hand is more closely checked in industrial enterprises.

Despite all these requirements every second person has trouble speaking in public and in conducting a telephone conversation in the language(s) he uses in his job. Those with the highest qualifications indicate they have the most problems in actually using foreign languages, either because they are more aware of these difficul-

ties or because higher demands are placed on them in these positions.

All things considered, every second person feels that he should learn another foreign language or improve his language proficiency for job reasons and every fourth person speaks in this connection of two additional languages. Needless to say young people should use their time at school to become as proficient as possible in languages.

ONEM/RVA

From the Member States

DK

Reform of Vocational Training in Denmark

Recent years have witnessed far-reaching change in the Danish vocational training system. In 1987 the so-called Nordskov-Nielson Commission published a report on vocational training which formed the basis for two bills which the Minister of Education submitted in March 1988. The first bill amalgamates three training systems into one common system. This law intends to combine apprenticeship training, initial vocational training of the "efg" system and the basic training of technicians with the prime aim of making rapid modernization and renewal possible. Over and above this, trainees should be given youth training which should ensure personal development as well as the transfer of vocational qualifications.

The submitted bill for vocational training will be able to guarantee a uniform training system with fewer individual courses as well as room for old and new specializations. Young people will begin their training either at school or in an enterprise - the training is the same. Access to vocational schools is completely open, i.e. there are no admission restrictions.

Finally, vocational training is to be presented to all young people as worthwhile; the shape and form of training is to motivate as many young people as possible to commence vocational training.



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The other bill submitted by the Minister of Education deals with vocational schools. Under this bill vocational schools are to receive a fixed amount per annum to help cover their general expenses and they are to be granted a subsidy on the basis of the number of pupils in attendance. The respective school can dispose freely within a certain scope of the entire amount. The reform will give the schools new and extended powers as well as more freedom to realize the objectives of the vocational training law.

SEL

From the Member States

D

Learning and Job Structuring at the Work Place

“Learning and job structuring at the work place” was the topic of the workshop “Vocational training in East and West” conducted at the Hochschultage Berufliche Bildung ’88 (series of seminars on vocational training) held at the Technical University Berlin from 26 to 28 September 1988.

Papers on this subject based on practical experience were presented by academics from the German Democratic Republic, the Polish People’s Republic, the Hungarian’s People’s Republic, Ireland, Portugal, Sweden and the Federal Republic of Germany respectively. The workshop was supported financially by the Fed-

eral Ministry for Education and Science, the Senat Department for Economics and Labour (Berlin) and the European Centre for Work and Society (Maastricht, the Netherlands).

All the papers indicated that initially external experts made proposals to those concerned on working methods and on how to struc-

ture the work place. In the case of specified work objectives, this information is, however, not laid down deterministically through technology but can be altered by those involved themselves depending on their motivation and qualifications.

One of the problems lies in the fact that the experts have to be in a position to draw up their organizational concepts of the work process with the actual people involved in order to realize the objective of promoting the skills of the person in question enabling him to design his own learning and working process while developing his personality at the same time. Concrete examples of structuring jobs and work places in a few occupational fields were presented in the papers. The findings of the workshop will appear in early 1989 in a publication entitled “Learning and job structuring at the work place” published by the Jungarbeiterinitiative (young worker initiative) of the Werner-von-Siemens Schule e.V. 6330 Wetzlar, Seibertstraße 6.



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Projects and Models

European Trainer Course

The Institut supérieur de Formation de Formateurs (I.F.A.C.E.), an institute for training trainers of the Paris Chamber of Trade and Commerce, is planning to conduct a course for European trainers.

The course will be full-time for one year and will be aimed directly at graduates of universities and higher technical colleges who have several years of work experience behind them and have knowledge of the French language.

The aim of the course will be to train trainers and business consultants in the skills to

- facilitate the cooperation between executive personnel from different language and cultural backgrounds in enterprises;
- draw up and implement training programmes adapted to the development plans of companies and administrations;
- analyze training needs, prepare budgets for training programmes and analyze solution proposals;
- develop training proposals for problems with a European dimension;
- give a European dimension to national issues demanding a broader horizon.

The course for trainers will be conducted by a multinational group. The training will alternate between handling real problems in European spheres and conceptual and methodological considerations in conjunction with a European dimension in trainer activities.

For further information and registration:

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From the Member States

D

Continuing Training as a Bridge between East and West Management Seminar for Export Experts from the USSR

Continuing training is progressively developing into a bridge of understanding between East and West. In keeping with this, last October a group of Soviet export experts, foreign trade decision-makers in a number of sectors, took part in a fortnight's "export-oriented management seminar" organized by the Carl Duisberg Gesellschaft (CDG). It was the first business and marketing-oriented programme conducted for a Soviet group.

The first part of the comprehensive programme for the guests from the USSR included a theoretical introduction into market-oriented business management and dealt with economic and international framework conditions for businessmen in the Federal Republic of Germany. The second part focused on familiarizing participants with important institutions of the German economy as well as with important marketing instruments such as fairs and advertising. The third and final section involved visits, establishing contacts and exchanging experience with German businesses in various sectors and of varying sizes.

This increase in cooperation in the field of continuing training reflects the changing climate between countries of the East and West. The CDG intends to continue its involvement in this process and is taking part in negotiations on future training programmes. Further vocational training measures for just under 400 Soviet expert and executive personnel are under discussion.

The CDG is one of the non-profit organizations for international continuing vocational training and personnel development, sponsored jointly by the German economy and the state. Some 7.000 participants from industrialized and developing countries take part in CDG programmes each year. The Carl Duisberg Gesellschaft collaborates with CEDEFOP in running the EC programme of study visits for vocational training specialists. It organizes the study visits in the Federal Republic of Germany.

CDG



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