



### CEDEFOP is now "Jean Monnet House" in Berlin



Schraps

9 November 1988 marked the centenary of the birth of Jean Monnet, the political architect of the European Community. Up until his death in 1979, Monnet was scarcely known to the general public, yet he was one of the most important and most innovative politicians Europe has had. It was on his initiative that the European Coal and Steel Community was established in 1950 and this formed the basis for further European integration.

CEDEFOP has honoured this great Frenchman. In the presence of the President of the EC Commission, Jacques Delors, a bust of Jean Monnet was unveiled on 7 November 1988. CEDEFOP's headquarters, which in recent years has expanded both in terms of floor space and personnel, is now called the "Jean Monnet House".



Schraps



Schraps

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## Internal Market

### Continuing Education - an Important Investment

The growing competition with the USA, Japan and the newly industrialized countries, mainly those in Asia, for shares in the world market has made it necessary to devote more attention to investing in continuing vocational training in order to ensure that skilled workers have a high level of qualifications in all economic sectors. Ernst Piehl, the Director of the European Centre for the Development of Vocational Training (CEDEFOP), has drawn attention to this in Berlin.

Whereas continuing training today is often still considered to be "short-term adaptation to new conditions, new technologies or changes in work organization", the state and private enterprises will have to develop a systematic plan for continuing training in the future, so that each member of the labour

force can play an active part in shaping his/her work place within the framework of structural change. This runs parallel with the demand for a long-term, preventive strategy to combat unemployment. Despite the increase in long-term unemployment, most states have developed defensive rather than offensive strategies, says Piehl.

The universal right to initial and continuing vocational training as a socio-political dimension is a demand familiar from the prosperity phase of the 60s. According to Piehl, this has more far-reaching significance, however, in the light of the establishment of the EC internal market: "Bearing in mind the sweeping structural changes in the economy and society in the course of which entire industrial sectors, regions and their associated

labour forces run the risk of being pushed onto the fringes, there is a need for a vocational training policy which incorporates the continuing training of employees and the unemployed so that, as far as possible, every individual can orient him/herself to these changes and engage in continuing vocational training.

Economic coherence in the EC is inconceivable without social progress. Piehl feels that this important task must be taken up by the planners of continuing training: they must ensure that equal opportunities are secured in time for everyone in the future European social area. This includes both equal opportunities for individual enterprises, especially small and medium-sized ones, so that they may hold their own on the European internal market and equal opportunities for employees who will have to reorient themselves on the future European labour market.

VWD

### The Internal Market Is Not Arriving on High-Heeled Shoes European Parliament Demands Programme of Action for Women

The European internal market will be here in 1992 - but it is not expected to arrive on high-heeled shoes. The continuing discrimination against women in working life boils down to men getting a bigger slice of the internal market cake with its economic advantages and additional opportunities for career advancement.

The European Parliament, which has its own committee for women's rights, wishes to correct this unfortunate trend in time.

This is why, with the prospect of the internal market in 1992, a "medium-term programme of action to promote equal opportunities for women" is being demanded.

Some of the weak spots include employment areas using new technologies, science and research, agriculture and executive positions in general. Promotion and action programmes should help here to increase the percentage of women and improve the quality of work.

The overall unemployment rate amongst women in Europe is 3% higher than for men; at the beginning of 1988 there were 7.5 million women out of work in the twelve Member States of the EC. This explains why the European Parliament is insisting that the presence of women be considerably increased in growth sectors using new technologies, so that more women can benefit from the creation of new jobs.

European Parliament  
Information Bureau Bonn



## German - English Exchange Project for Vocational Training in the Field of New Technologies

### Project Background

Unlike the academic area in which there are already numerous examples of continuous exchange programmes, young people in vocational training schemes have so far had relatively limited opportunities to gather work experience in a foreign country. Direct and long-term contacts organized by trainers and vocational school teachers, which might provide initial innovative impulses for a mutual further development in vocational training, occur far too infrequently at present in the European Community. This is the background to the new project "Vocational training in the field of new technologies in European exchange", developed by ARBEIT und LEBEN (Life and Work) and Lancashire Enterprises Limited.

### Brief Description of the Project

The project will run for three years (15 June 1987 - 14 June 1990). It is being sponsored from national funds and by the European Social Fund (ESF) as a "specific measure with innovative contents". What is special and novel about this project is the attempt to integrate a training stay in another European country into a vocational training programme.

Young German and English people who are unemployed or potentially threatened by unemployment and are currently participating in a vocational training course (a total of 80 persons) are being given the opportunity to do practical training for five weeks abroad. German and English trainers and teachers in vocatio-

nal training schools (a total of 20 persons) may participate in a three-week study visit to the foreign country.

The basic concept of the project is to enable participants to gather general educational, social and political learning experience in addition to acquiring specialized qualifications in new technologies.

The practical training programme is jointly planned and laid down prior to each exchange project by ARBEIT und LEBEN in cooperation with its English partner organization and the respective vocational school teachers during their three-week study visit. The respective learning prerequisites and qualification requirements of

the young people are considered in these talks and matched with the benefits and possibilities the vocational training schools can offer and the specific learning opportunities of the foreign region.

The programme revolves around the project instruction at the respective vocational training schools. Training over and above the occupational aspects is incorporated in a framework programme including visits to enterprises, talks with trainers, managers and trade union representatives as well as historical excursions and cultural events.



# Projects and Models

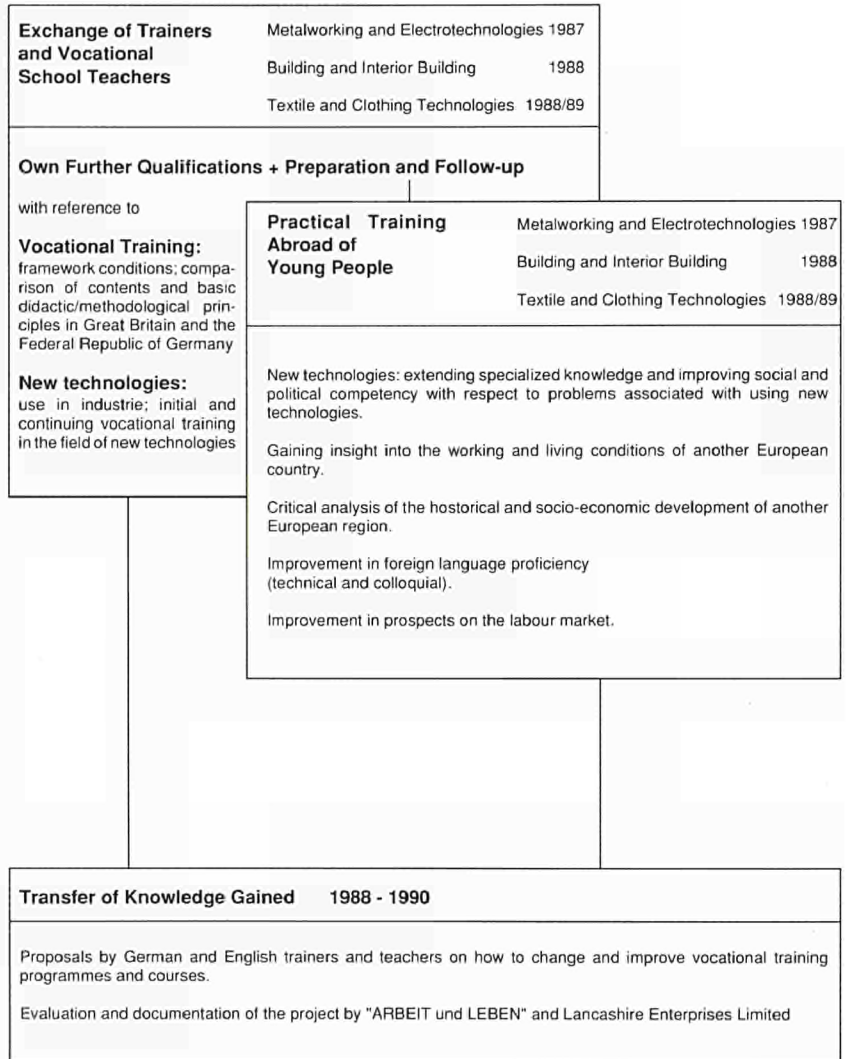
GERMAN - ENGLISH EXCHANGE PROJECT ...

## Results of the First Exchange Year and Prospects for the Future

A stay abroad has proved to be particularly suitable for combining specialist skills in the more narrow sense with other skills extending beyond the occupational sphere. Exposure to working and living conditions in another European region provokes repeated comparison and critical analysis of the circumstances in the host country and the situation in one's own country; it also cultivates the ability to think along broader lines.

The encounters with local young people, visits to sporting events and above all stays with families do much to break down existing prejudices: preconceived ideas about the supposedly "snobbish and fuddy-duddy British" and the "Germans with their passion for work and no sense of humour" were replaced by attitudes of mutual recognition and friendship.

On the whole, the concept of the young people's exchange programme can be considered a success. Next year there is to be a shift in emphasis in the teacher/trainer section: whereas the stress in the first year was on preparing the exchange for the young people, in 1988/89 the discussion of didactic/methodological issues (in particular the transfer of new technologies in the training of young people) will take precedence.



### Further Information on the project

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 (Projektleiter)

ARBEIT und LEBEN is an institution for the political and social training of employees. It is financed by the German Trade Union Confederation (DGB) and the German Volkshochschulverband (adult education association).

Lancashire Enterprises Limited  
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 Preston, Lancashire PR 2XE

Mike Dowden  
 (Training Manager)

Lancashire Enterprises Limited is a regional body which promotes economic development. It is mainly financed by the parties represented on Lancashire's County Council.

NL

## Training and Vocational Training in the Netherlands

Freedom of education is anchored in the constitution in the Netherlands. This means that schools can be established without any special approval. Private schools may decide on their own religious and ideological orientation and all schools are free to structure their curriculum as they see fit.

The right to establish a school was anchored in the constitution in 1848. Since then every natural or legal person can establish a school without obtaining state approval beforehand. Freedom of religious or ideological orientation means in concrete terms that the sponsor of the school can employ teaching staff at his own discretion and select his own means and methods of instruction. Teachers must simply supply evidence that they have not had any previous convictions and that they are authorized to teach (in the Netherlands). The sponsor of the school is free to decide on didactic methods, means of instruction and teaching aids. He generally makes these decisions with the so-called co-determining council on which the parents are also represented. The law simply lays down certain framework conditions for structuring tuition. The schools' inspectorate keeps its eye on the standard of education.

### Types of Schools and Ideological Orientation

(Situation 1986)

In the Netherlands there are a number of church groups and ideological organizations which have made use of their right, vested in the constitution, to establish schools.

	Public schools	Private schools		
		Rom.Cath.	Prot.	Others
	%	%	%	%
Primary education	35	30	30	5
General secondary education	26	30	36	8
Lower level vocational secondary education	11	25	34	30
Upper level vocational secondary education	12	21	29	38
Tertiary vocational education (specialized colleges)	11	27	14	48
Academic education (universities)	50	18	27	5



## Systems

# NL

### Public Schools

Schools are financed by the state, i.e. the local community or the central authorities. Public schools are open to all those who meet the statutory admission requirements in terms of age and prior education.

The state must provide a sufficient number of public schools at which instruction is given in accordance with stipulated standards. In the case of public schools the principle of "positive neutrality" applies, i.e. each and every religious group and ideology is respected. The state has delegated the administration of most public schools to the local communities (local council or local executive body).



Foto Bart Versteeg SDU

### Private Schools

Private schools are financed as a rule by religious or ideologically-oriented organizations. Consequently, they are able to exercise ideological influence. A private school may refuse to accept a pupil on religious or ideological grounds.

In the field of higher education, there are a few private institutions which do not seek to obtain any state funds. They may apply to the Ministry of Education and Science for recognition as a university or institution of higher education. Their certificates and university degrees are on a par with those of state-recognized private universities and those of state universities. They have to apply for separate approval for each discipline.

The private school category also takes in the so-called neutral private schools based on humanist principles and the free schools which observe specific teaching practices, for example Montessori, Janaplan and Dalton schools.

Finally there are the so-called "cooperation" schools. These are sponsored by representatives of various groups and differing ideological, pedagogical, didactic and social principles form the foundation for instruction.

NL

### Private Schools and State Funding

For centuries education in the Netherlands was organized by the churches and guilds. The French revolution brought about the division of church and state: the state assumed sole responsibility for organizing education. At the beginning of the 19th century the first laws on education were passed. Public education was henceforth financed from public funds, and private schools had to finance themselves. The constitution did allow Catholic and Protestant communities to establish their own schools but they themselves had to find the resources to finance them. Furthermore, they had to pay taxes and in this way help to finance public education. In 1917, following a political battle lasting almost 70 years, public and private schools were placed on an equal footing in terms of funding and this basic social right was

given legal backing. Initially, it applied only to primary schools. With the passage of time, however, it was systematically extended to all types of education. 1970 saw its extension to the last remaining area, higher education.

Private schools which wanted to obtain state funds had to meet a number of requirements. These are laid down in various laws and ordinances. One such requirement is that educational institutions may not be profitmaking.

The costs for premises, facilities, staff and administration in public schools are the yardstick for subsidies to private schools. The state allocates funds to the school sponsor to cover the wages of teachers and other school employees.



Foto Bart Versteeg SDU



## Systems

# NL

### Legal Position of Teachers

Teachers at public schools are civil servants; teachers at private schools are employees of the respective school sponsor. The same remuneration and retirement arrangements apply to both. Within the legal framework both public and private schools can work more or less autonomously. The Ministry for Education and Science does not itself produce any teaching aids or learning material, nor does it influence in any way their production. They are marketed by private publishers.

The state lays down the educational objectives for the various kinds of schools but it leaves it up to the schools to decide on how these goals are to be achieved. This ruling is soon to apply to private education, too.

In the Netherlands the certificates and grades of public and state-recognized private educational institutions are completely on a par as the government school inspectorate monitors the standard of instruction at all educational establishments.

Should you wish to receive further information please contact the address given below:

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Foto Bart Versteeg SDU



## From the Member States

# F

### Major Changes in Technical Grammar Schools "Technical Baccalauréat" Introduces Momentum into the French Education Landscape



Vollmer

Of the 441 000 candidates who registered to sit the "baccalauréat" last summer, 8 900 applied to take the "technical baccalauréat", almost eight times as many as the year before. These applicants had prepared for their examination not at traditional grammar schools but at technical grammar schools, training centres or under continuing training schemes.

Prompted by wishes of maintenance staff, FONGECIF Champagne-Ardenne has taken up a challenge. Employees who left school many years ago having obtained the vocational studies certificate (BEP) or the vocational training certificate (CAP), are to be given an opportunity to sit the "technical baccalauréat" on completion of a nine-month training course.

Apart from organizing individual educational leave, FONGECIF Champagne-Ardenne also provides guidance and information on training opportunities in the region. Every year more than 400 employees come - very much on their own initiative - to this organization for guidance. To date, they have been workers with the CAP or BEP who had to accept that their production units were being automated more and more rapid-

ly. As they were well aware that their level of training was no longer adequate they wanted to obtain new qualifications. However, FONGECIF was only offering training schemes lasting between 900 and 1 200 hours which, on completion, led to a certificate confirming attendance of a period of practical training. These workers wanted more, in particular they wanted official recognition of training within their occupational branch. This prompted the idea of offering them a training channel leading to the "technical baccalauréat" specializing in "maintenance techniques for automated mechanical systems".

At that time, the region was already running two-year training courses which were restricted to students from initial training or younger people undergoing alternance training, however. It was

known that one prerequisite for the "technical baccalauréat" was a 16-week practical course of in-company training. By contrast, these workers already had on average more than five years' working experience.

Hence, the FONGECIF Executive Board decided to offer "a course to prepare participants for the "technical baccalauréat in maintenance techniques for automated systems" in Champagne-Ardenne. This was to be directed towards employees who had more than three years' working experience in a specific maintenance service.

Given the average cost per participant of FF 170 000 and the importance attributed to the scheme, the state and region jointly undertook to bear one-third of the costs of remuneration and training.

*Continued overleaf*



## From the Member States

# F

### MAJOR CHANGES...

*Continued from page 9*

In subsequent tendering, the St. Jean Baptiste de La Salle secondary school in Reims was awarded the contract for this scheme as it already had experience with initial training, was equipped with the corresponding technical facilities, and was interested in setting-up this kind of compressed nine-month training course.

35 employees expressed their interest in this new form of training. 20 presented themselves for the entrance examination and 10 were selected. They were aged between 22 and 33 years and had either the CAP or the BEP. In addition, there were four young people who had the BEP and had left school the previous year.

The adults sat the "technical baccalauréat" in June 1988. The young people, however, had to undergo a period of practical in-company training and are to take their examination in June 1989.

The trainers all agreed that despite the generally low level of education of these students at the beginning, they were extremely motivated and showed remarkable fighting spirit. They felt it was a good idea to have a mixed group of people in employment and young job seekers. Several of the students did, however, indicate that "this training meant an awful lot of homework". One of them said, "On Saturdays and Sundays we had to spend between ten and twelve hours on homework, particularly when we started the eighth grade".

The preparation of the final assignment is also a serious obstacle and many teachers would welcome the introduction of continuous assessment into this kind of continuing training. They would further like to see account being

taken in the final examination of the work prepared by participants during the entire course and assessments made thereof (trainee's progress journal).

Centre INFFO

# DK

## What is to be done with Engineers ?

**The Danish Ministry of Education has forecast that there will be roughly 77 000 engineers in the year 2000. In order to provide employment for all of them 29 000 new engineering positions would have to be created.**

In the past politicians encouraged as many young people as possible to study engineering as forecasts for technical occupations promised favourable employment prospects. In its report which formed the basis for legislation on advanced training for technicians, the Steffen Moller Commission estimated that twice as many engineers would be needed by the year 2000. At that time in 1986, it was even forecast that 90.000

engineers would be needed. The latest calculations indicate that the potential demand will be around 77 000, however. Thus in the next ten years three times more positions would have to be created than in the last ten years.

SEL



## From the Member States

P

### In Portugal as well: Women in "Men's Jobs" A Problem for the Labour Market, not for Vocational Training

In the Portuguese training centre in Aljustrel various courses in traditionally male occupations such as fitters, mechanics and carpenters were offered for women.

Without doubt, very careful planning went into this training scheme and all the necessary steps were taken to ensure the success of this project. This applies not only to the efforts of the regional representative and the Director of the vocational training centre in Aljustrel but also to those of the doctor for occupational medicine, the social worker, the career guidance officers, experts and qualified trainers.

Parallel to these courses, study trips were organized to companies in these branches and to experts of DRA (regional unit of Alentejo) in the training project on self-employment.

Although the training by its very nature calls for considerable physical strength, a requirement which can be met by men in particular, it became evident that the female trainees were particularly well-suited to the tasks they had freely selected.

Now that the courses are drawing to a close, the problem of integration into working-life arises, either

in the form of self-employment or paid employment. For that reason two female entrepreneurs visited the training centre in Aljustrel to place their experience at the disposal of female trainees.

We would be masking the truth if we were to claim that it is easy for women to become integrated into the labour market. It did, however, also become clear that IEFP (Agency for Employment and Labour) provides assistance programmes which can take up the wishes of interested parties as long as the respective projects are economically viable.

SICT

IRL

### Ireland Exports Know-how in Vocational Training

The establishment of a subsidiary company of FÁS, the Training and Employment Authority, was recently announced by the Minister for Labour, Mr. Bertie Ahern T.D.

The company will be a wholly-owned subsidiary of FÁS, the Training and Employment Authority, and will provide training and employment expertise, on a commercial basis, to a wide range of developing and developed countries and regions including Africa, China, and South East Asia.

Over the past decade, Ireland has created a successful international

niche in the provision of training expertise particularly in developing countries. Much of the demand for such expertise has been channelled through the World Bank and the International Labour Organization.

The 1987 Labour Services Act, which established FÁS, the Training and Employment Authority in Ireland, provided for the formation of a subsidiary company so that the services of FÁS could be marketed and provided abroad.

A manpower development project for the Indonesian Ministry of

*Continued overleaf*



## European Communities

# President of the EC Council of Ministers Stresses the Importance of CEDEFOP

Mr. Georg Genimatas, Minister for Employment and Vocational Training in Greece and current President of the Council of the European Communities, visited the European Centre for the Development of Vocational Training (CEDEFOP) in Berlin on 28 October 1988.

In talks with CEDEFOP Director, Mr. Ernst Piehl, and other members of staff, Mr. Genimatas stressed the importance of this Berlin-based EC Centre's 12 years' work on the main issues of initial and continuing training, and more particularly its activities involving the "comparability of vocational training qualifications" as an important prerequisite for achieving free movement for

individuals. He also underlined the importance of the additional work on migrant workers and disadvantaged regions and groups of people (i.e. work on equal opportunities for women and the handicapped) in Europe.

In the next four years in the run-up to 1992, these activities are to be intensified and additional central issues are to be examined especially with a view to involving the trade unions and employers' organizations more closely in the vocational training policies of all EC Member States. Efforts are also to be made to increase cooperation between the EC and Eastern Bloc countries of the Council for Mutual Economic Aid.

### IRELAND EXPORTS KNOW-HOW ...

Continued from page 11

Manpower Development is presently underway. This project, funded by the World Bank, will initially cover a three-year period. In association with RCA (a major American international corporation), FÀS is providing the Indonesian government with training at its centres in Ireland and in Indonesia. There are nine FÀS staff presently providing training in Indonesia and ninety Indonesian nationals in training at five FÀS training centres.

The subsidiary company will continue to manage projects formerly managed by the Overseas Development Unit of AnCO - the Industrial Training Authority. These include projects in Cyprus and Tanzania.

### FÀS

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