

Training & Employment

A QUARTERLY NEWSLETTER FROM CEREQ AND ITS ASSOCIATED CENTRES

A EUROPEAN APPROACH TO LIFELONG LEARNING: GOALS AND REALITIES

In recent years, lifelong learning has become a subject of discussion within the European Union. This ambitious but sometimes controversial prospect must nonetheless take into account the present situation in each country and in fact, the comparison of company practices in the area of continuing training of employees brings out a great diversity among the present fifteen Member States.

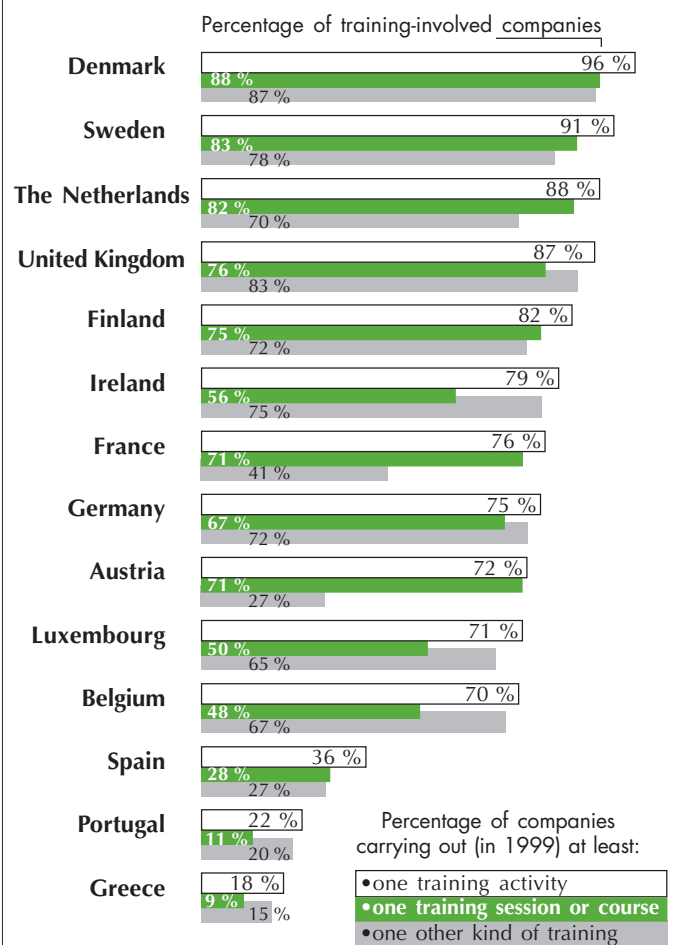
What is the relative situation of the different countries of the European Union with regard to continuing training? What are their similarities and differences, and with what consequences for employees? Insofar as company practices concerning the continuing education they finance for their employees are rooted in a variety of institutional strategies and cultural traditions, they allow us to assess the distances between the different European countries.

QUANTITATIVE AND QUALITATIVE DIFFERENCES

In eleven countries of the European Union, over 70 percent of the companies may be qualified as "training involved" on the basis of the fact that they carried out at least one training activity in 1999. These activities may consist of training sessions or courses but also less formalised practices such as self-training, in-service training, or conferences or seminars aimed at training, as well as organised job rotation and learning or quality-improvement groups (cf. Box page 4). Only the countries of southern Europe—Spain, Portugal and Greece—have a low percentage of such training-involved companies. Conversely, in the countries of northern Europe—Denmark, Sweden, The Netherlands, the United Kingdom, Finland—the proportion of training-involved companies is over 80 percent (see Fig. 1).

Throughout the Union, small companies (10-15 employees) are less involved in training than the others, although the disparities vary from one country to another. Where there is a high percentage of training-involved countries, this gap is relatively slight; thus, in Denmark and Sweden, the proportion of large companies (over 250 employees) involved in training is roughly identical to that of the small ones. On the other hand, it is 4.6 times greater in Portugal

Fig.1 TRAINING-INVOLVED COMPANIES IN EUROPE



Data for Italy unavailable. Source: EUROSTAT, New Cronos, May 2002.

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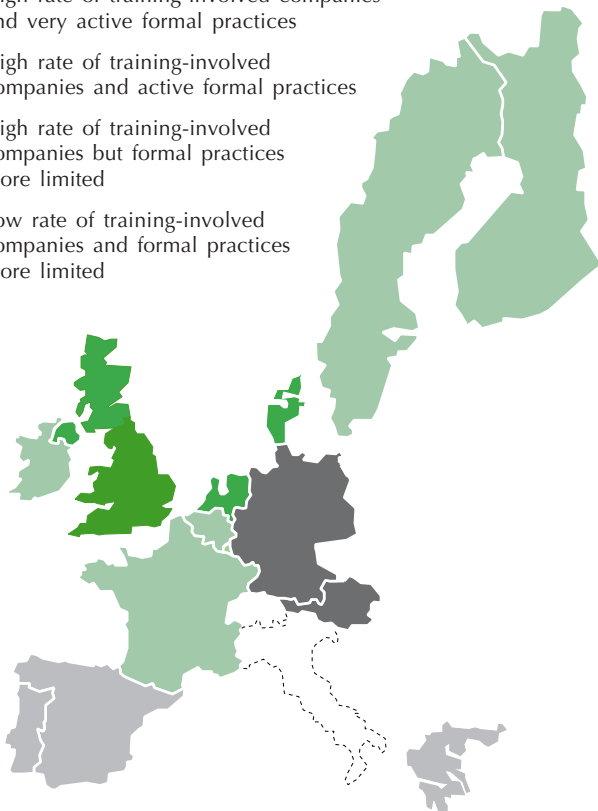
and 7 times greater in Greece, while it is 1.4 times greater in France.

The relationship between formal training sessions and courses on the one hand and less formal training on the other takes three forms:

- *Predominance of training sessions.* For every 100 companies organising such training sessions, 38 organise other kinds of training in Austria and 58 in France. The Netherlands comes close to these two countries with a ratio of 100:85.
- *Complementarity of training sessions and other forms of training.* Thus, for every 100 companies organising formal sessions, 94 organise other kinds of training in Sweden, 96 in Finland and Spain, 99 in Denmark, 107 in Germany and 109 in the United Kingdom. These are the countries with the largest proportion of training-involved companies—with the exception of Spain, which shows that complementarity is not solely the prerogative of the “most training-involved countries”.
- *Predominance of less formalised training.* For every 100 companies organising formal training sessions, 130 organise other kinds of training in Luxembourg, 134 in Ireland, 140 in Belgium, 170 in Greece and 182 in Portugal. These are the countries with the smallest number of training-involved companies, but here too, one country offers an exception—Ireland ranks sixth for its proportion of training-involved companies.

Fig.2 A EUROPEAN MAP OF TRAINING PRACTICES

- High rate of training-involved companies and very active formal practices
- High rate of training-involved companies and active formal practices
- High rate of training-involved companies but formal practices more limited
- Low rate of training-involved companies and formal practices more limited



Data for Italy unavailable.
Source: EUROSTAT, New Cronos, May 2002. Treatment: Céreq.

Overall, the proportion of companies offering training sessions is greater than that of companies offering less formal training activities.

TRAINING SESSIONS AND POLICIES

If we look more specifically at the formal training sessions, we may distinguish four broad groups of countries (see Fig. 2) in terms of employees' rates of access, the average length of the sessions, company size, the percentage of companies carrying out such sessions, company financial participation (in terms of the cost of the training sessions relative to labour costs) and the cost of the training per trainee.

A European map of company practices

- *Denmark, The Netherlands and the United Kingdom* are the EU countries where the employees' rate of access, the length of the training sessions (cf. Fig. 3) and the companies' financial participation in these programmes are the highest, regardless of company size. In the United Kingdom, the companies' financial participation is nonetheless greater in medium-sized structures (50-250 employees) and the cost per trainee is the lowest in Europe for the large companies but the highest for the medium-sized ones.
- *Finland, Sweden and Ireland* are situated in the top half of the EU countries in terms of training sessions. *France, Luxembourg and Belgium* might also be included in this group but company practices in these countries vary much more in function of their size.
- In *Spain, Portugal and Greece*, only a small proportion of employees have access to continuing training but the average length of the sessions is long. The companies' financial participation is lower than elsewhere and they generally privilege training sessions over other kinds of training. In addition, all of these variables show great heterogeneity in function of company size.
- In *Germany and Austria*, although the proportion of training-involved companies is clearly higher than that of the countries in the preceding group, the employees' rate of access to the training sessions is homogeneous but relatively small, the average length of the sessions is limited and the financial participation of the companies lower than that of most other countries of the Union.

Employee access to training sessions

The percentage of employees participating in a training session varies considerably from one country to another (cf. Fig. 3). It is the highest in the north of Europe—Sweden, Denmark, Finland—followed by the United Kingdom, France and The Netherlands. Spain, Portugal and Greece are the countries where the access rate is the lowest.

This rate obviously varies in function of the proportion of training-involved companies in the country. Thus, when Spanish or Portuguese employees work in such a company, they have the same access to training sessions as the whole of the Dutch employees.

The degree of each national system's involvement in training emerges when we compare the length of the training sessions and the proportion of training-involved companies.

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It appears that in the countries with “little” training (i.e., where the proportion of training-involved companies is fairly low), the average length of the sessions is rather long, to the detriment of access to training; in other words, relatively few employees are trained, but for longer periods of time. Conversely, in the “training-involved” countries, the rate of access to training sessions is high but they are of short duration. Denmark offers a very specific case with both a high rate of access and a long training period.

The “average training expectancy”—in other words, the average length of the training sessions multiplied by the rate of access—allows us to synthesise these observations by measuring the average number of training hours that an employee can hope to obtain in the course of a year. Three groups of countries thus emerge (cf. Fig. 4):

- the countries of the *northern Europe*, along with *France and Ireland*, where the average training expectancy is over 15 hours, and thus relatively high;
- *The Netherlands, the United Kingdom, Belgium, Luxembourg and Spain*, where it varies between 10 and 15 hours;

- *Portugal and Greece*, but also *Germany and Austria*, where it is less than 10 hours.

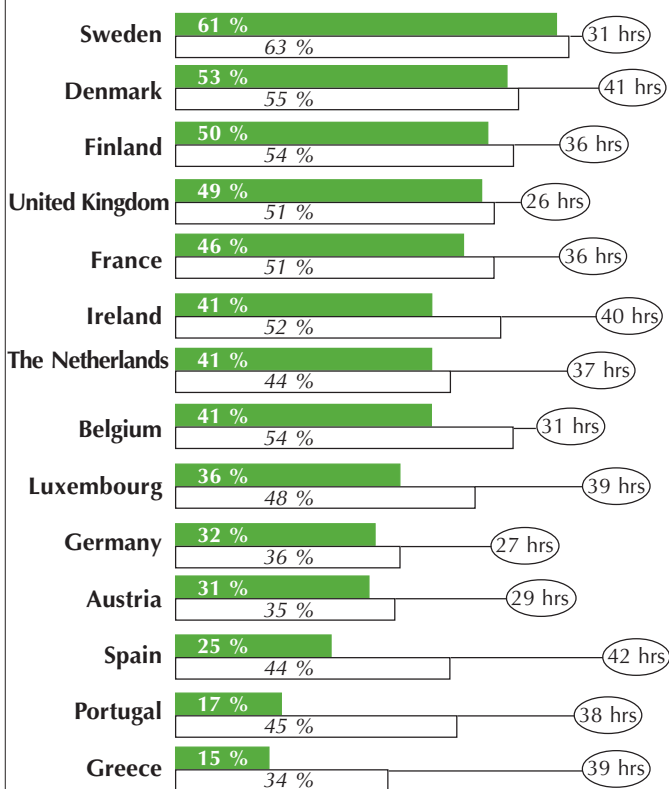
OTHER FORMS OF TRAINING

If we now turn to the other kinds of training, three groups of countries also emerge:

- In *Denmark and Finland*, self-training, lectures and workshops play an important role.
- *Austria, Germany and The Netherlands*, and to a lesser extent *Greece and Portugal*, mainly use in-service training along with lectures and seminars.
- *Ireland, the United Kingdom, Luxembourg and Sweden* show greater recourse to job rotation but also make considerable use of in-service training, lectures and workshops. Also included in this group are *Belgium, France and Spain*, which are more inclined to use in-service training, lectures and seminars but also job rotation, albeit to a lesser extent.

These distinctions probably stem from national features having to do with work organisation. In Austria, Germany and The Netherlands, in particular, where apprenticeship

Fig.3 EMPLOYEE ACCESS TO TRAINING SESSIONS



Percentage of employees participating in at least one training session in 1999:

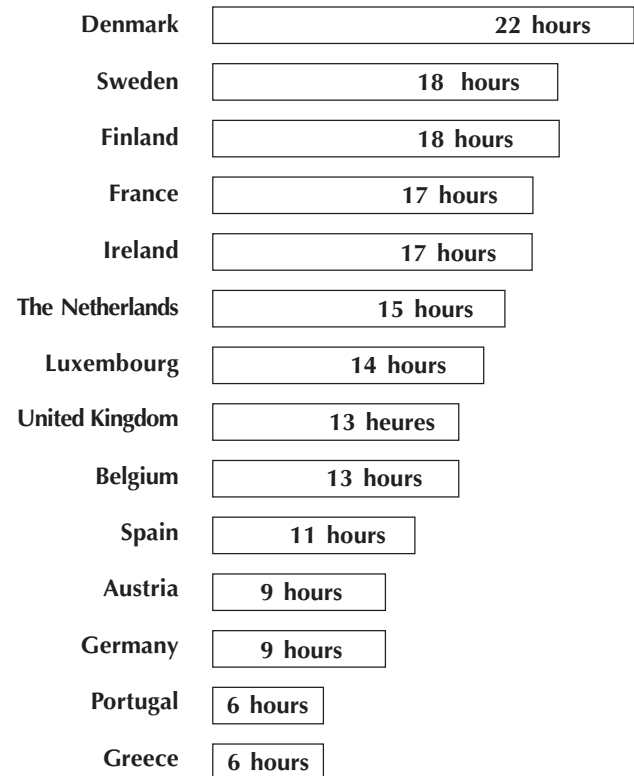
- Among all employees
 - Among employees of training-involved companies
- Average length of training sessions in hours

Data for Italy unavailable.
Source: EUROSTAT, New Cronos, May 2002.

Fig.4 TRAINING EXPECTATIONS

Average number of hours of training sessions or courses which an employee can hope to obtain during one year

(The average length of training sessions multiplied by the rate of access for all employees combined.)



Data for Italy unavailable.
Source: EUROSTAT, New Cronos, May 2002.

plays a major role in initial training, the companies have greater experience with in-service training and thus make more willing use of it. Job rotation, on the other hand, may be related to more standardised forms of work organisation. But such differences also reflect the way that individuals relate to training. Thus, in Denmark and Finland, self-training occupies a more important place than elsewhere.

CVTS-2: Survey on Continuing Training in Europe

The data presented in this study are drawn from the second European continuing training survey (CVTS-2) carried out at the initiative of EUROSTAT, the statistical office of the European Communities. This survey deals with continuing training partly or totally financed by the companies for their employees in 1999. It covers all the countries of the European Union and the candidate countries (nearly 25 countries in all). The French section was carried out by Céreq and the French Ministry of Labour's Department of Research and Statistics (Dares).

CVTS-2 is based on a standardised questionnaire submitted to private-sector companies with more than ten salaried employees, excluding health and agricultural activities. It permits the analysis of the forms of recourse to continuing training and provides quantitative information about trainees, the hourly volume of the training provided and the content and cost of the sessions.

The survey focuses above all on "sessions and courses"—vocational training or instruction given by teachers, university assistants or senior lecturers and organised by the companies or an outside provider for a predefined period but not occurring in the workplace. It also provides information, however, on less formal activities such as self-training, in-service training, conferences or seminars aimed at training, job rotation and learning or quality-improvement groups.

This article is based on data available in May 2002 and does not cover Italy. ■

These data shed light on the various patterns of recourse to training in the countries of the European Union. However, they do not cover all the possibilities in this field because they remain focused on company policies and do not, for example, include training directly financed by individuals and public schemes for employees or job-seekers.

In any case, the companies play an essential role in continuing training systems. But given the divergent practices observed in this field, notably between small and large companies, we can only conclude that a European approach to lifelong learning remains to be created. A greater complementarity, between training sessions and courses on the one hand and other forms of continuing training on the other, could constitute an important factor in the elaboration of such an approach.

Michel Théry, Patrick Roussel
and Christian Zygmunt (Céreq)

FURTHER READING

- "First survey of continuing vocational training in enterprises in candidate countries". *Statistics in focus*, theme 3 (2/2002), EUROSTAT.
- "Continuing vocational training in enterprises in the European Union and Norway". *Statistics in focus*, theme 3 (3/2002), EUROSTAT.
- "Costs and financing of continuing vocational training in enterprises in Europe". *Statistics in focus*, theme 3 (8/2002), EUROSTAT.
- "Providers and fields of continuing vocational training in enterprises in Europe". *Statistics in focus*, theme 3 (10/2002), EUROSTAT.

An Overview of the Situation in the Candidate Countries

Since 1990, the candidate countries have undertaken profound reforms of their education and training systems and most of them have now begun to establish national qualifications systems capable of defining their new teaching contents in terms of the competences needed in the companies and setting up new training programmes with broader profiles based on key competences necessary for new occupations. All of the candidate countries have revised the structures of their secondary-school systems by introducing new streams encouraging access to higher education and developing crossovers between the different curricula. They have all encouraged the creation of private educational establishments which have led to the emergence of competitive markets involving the public sector as well. All have set up active schemes promoting access to employment including specific vocational training programmes to meet the needs of the unemployed and the companies.

Nonetheless, these reforms are hampered by a lack of resources or a poor utilisation of them. Professors have seen both their status and their wages decline. The specific preparation needed by trainers working with adult publics remains embryonic. The facilities of vocational schools are often obsolete, notably for those in the industrial sector. The loss of privileged ties with the companies, combined with the lack of resources, compromises the introduction of high-quality practical training. The means allotted to employment schemes do not permit the implementation of the ambitious retraining policies demanded by the conversion of entire sectors of the economy as well as by the high levels of unemployment found in one-half of the candidate countries. The public employment services are struggling to provide the individualised follow-up required by the demands of the labour market. The employers do not have a clear awareness of the need to invest in human resources. And the individuals who have suffered the effects of aggravated social inequalities have neither the means nor the motivation to compensate for the inadequacies of State and company investments in training. Last of all, the changes in the educational systems have not been accompanied by the necessary rationalisation efforts; as a result, the available means are scattered among schools of reduced size with student-teacher ratios below those observed in most of the European countries and the new regional authorities in charge have difficulty making the most of the resources at their disposal.

In addition, the co-ordination between the relevant ministries, and notably between those responsible for education and employment, is poor. The decentralisation undertaken in the larger countries has multiplied the intermediate-level institutions, which are also difficult to co-ordinate. Co-operation at regional level is similarly facing difficulties in getting the different actors in the field of continuing training to work together. And last of all, the participation of the social partners remains quite formal. The official texts call for their involvement in the vocational commissions responsible for establishing the qualifications and new curricula as well as in the advisory committees or councils responsible for monitoring human-resources development policies at the national or regional planning commissions. In practice, however, the application of these provisions depends on the governments' desire to grant the social partners a real role and also on the latter's motivation and preparation for involving themselves in this field.

As a result, the changes which have taken place over the last decade have yielded education and training systems which remain difficult for individuals and companies to use. The debates which took place around the European Commission's memorandum on lifelong learning revealed the prevailing influence of academic conceptions developed within the formal system and the difficulties of tackling the questions related to the development and recognition of non-formal and informal training activities. The public employment services have neither the resources nor the competences nor the organisation necessary for dealing with unemployment and social exclusion, and the latter has thus increased, for example, among the Roma populations of Central Europe.

To be sure, there are extremely marked differences from one country to another: Cyprus and Malta have not faced the constraints of a centralised economy; Hungary and Slovenia had already transformed their economies during the 1980s and undertook profound reforms of their education and training systems from the outset, while Romania and Bulgaria found themselves with entire sections of their economy to restructure and started their reforms at a later date. This wide range of situations is in fact broadly comparable to that observed within the countries of the European Union and the problems confronting the latter are to be found among the candidate countries, but with an intensity which is in most cases much greater.

Jean-Raymond Masson, European Training Foundation

Further reading:

European Training Foundation. "Preparation by candidate countries for involvement in the EU lifelong learning policy: achievements, gaps and challenges". Synthesis of the monographs exercise Interim report. October 2002. Final report available in June 2003.

This report, prepared by Jean-Raymond Masson, is available on the European Training Foundation website: www.etf.eu.int

✓ *Contact:* info@etf.eu.int

Updates

EQUILIBRIUM BETWEEN PROFESSIONAL AND PERSONAL LIFE

The Institute for Research on Education (Irédu, Céreq's associated centre for the Burgundy region), Céreq and four of its other regional centres—Strasbourg, Rouen, Rennes and Nantes—will be participating in the "Equilibre" project, which the European Social Fund has selected for implementation in the context of the European Community's EQUAL programme. The five partners in this project, aimed at promoting a better balance between professional and personal life in the hotel-catering industry, are the Ibis hotel chain, which will be directing it, the Courtepaille restaurant chain, the Greta tourism-hotel training centres in Nice, France's National Centre for Information and Documentation on Women and Families (CNIDFF) and Bien-être à la Carte, a service company for employees of the ACCOR group.

The "Equilibre" project involves a group of experimental actions carried out at local, national and international level:

- At local level, an in-depth study will be conducted in five pilot regions of France chosen for their specific employment situations. Working groups responsible for seeking ways of improving the balance between professional and private life will be composed of Ibis and Courtepaille employees, trainees at the Greta centres and women received at the Women's Rights Information Centres set up in Strasbourg, Nantes, Lille, Nice-Antibes and in the Île-de-France region.
- At national level, the project is aimed at encouraging vocational advancement through certification of qualifications but also at introducing managers to more flexible approaches to scheduling. In addition, it will examine possibilities for implementing the experimental programmes proposed by the local working groups on a permanent basis.
- At European level, it will collaborate with Spanish and Swedish partners to produce a report on equal opportunity for men and women in the company and organise observation visits in the partner companies, as well as two seminars on equal opportunity and the reconciliation of professional and personal time.

Irédu and the other four associated regional centres, selected following an invitation to tender organised by the "Equilibre" project partners, will intervene in

the first stage of the project to carry out an in-depth study in the five pilot regions. This two-part study will involve on the one hand the identification of the factors motivating the choice of individuals who seek to work in the hotel-catering sector on a permanent basis and on the other, the assessment of obstacles to the reconciliation of professional and personal time, as well as potential solutions to be promoted by the company. This initial process will be based primarily on interviews with female and male employees, company heads, former employees, trainees in continuing vocational training and job-seekers. The final objective is the elaboration of concrete paths of action and recommendations for reconciling professional and personal time, in order to improve recruitment, retain personnel and ensure greater equality in work.

- ✓ Contact: Christine Guégnard (Céreq-Irédu), tel. 33 (0)3 80 39 54 60, cguegnard@u-bourgogne.fr
- ✓ For more information on the Equilibre project: Philippe Kohler (Ibis), Kohler_philippe@accor-hotels.com
- ✓ See also: www.bienetrealacarte.com/files/equilibre.pdf

▼ **Céreq's director**, Hugues Bertrand, spent nearly a week in South Korea and China last October in order to strengthen the relations previously established with the Korea Research Institute for Vocational Education and Training (KRIVET) and explore the development of partnerships with other Asian countries. Invited to KRIVET's international conference on initial and continuing vocational training and apprenticeship, he presented a report on the case of France. Heads of other national institutes with a function comparable to that of Céreq similarly evoked the Chinese, Japanese, Korean, Australian, British and German systems. Bertrand then visited Shanghai's Institute for Vocational and Technical Training, which develops studies on initial and continuing training in close, ongoing collaboration with two of Céreq's German partners, the Bundesinstitut für Berufsbildung (Federal Institute for Vocational Training, Bibb) and the Institut Technik und Bildung (Technical and Training Institute, ITB).

- ✓ Contact: Hugues Bertrand (Céreq), tel. 33 (0)4 91 13 28 28, bertrand@cereq.fr
- ✓ For further information on KRIVET: www.krivet.re.kr

New Publications

Hôtellerie-restauration : héberger et restaurer l'emploi. Les cas français, américain et japonais

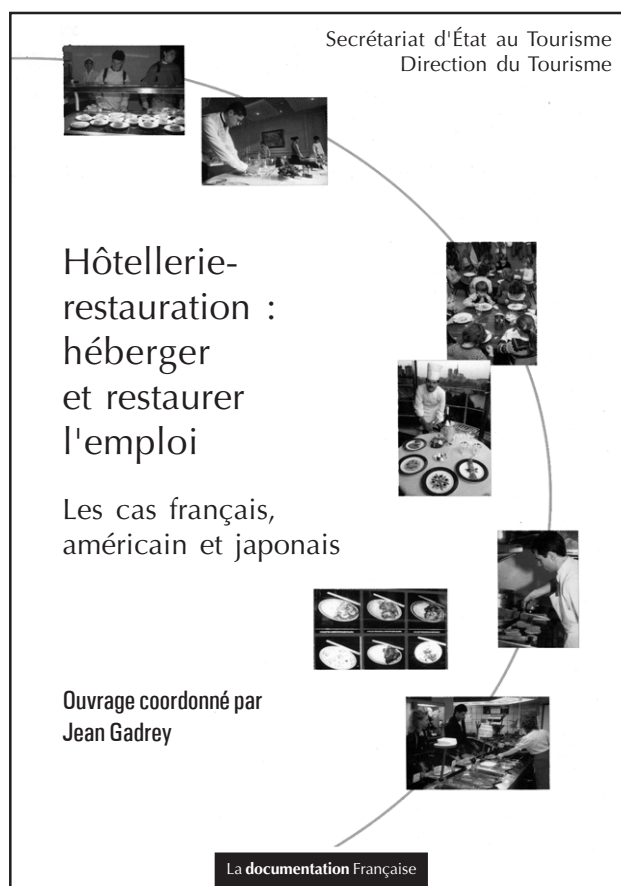
[The Hotel-Catering Sector: Bed and Board for Employment.
The Cases of France, the United States and Japan]

Jean Gadrey (ed.), Faridah Djellal, Camal Gallouj, Florence Jany-Catrice,
Thierry Thibault and Sylvie-Anne Mériot (Céreq)

Can France do better, in terms of quantity and quality, with regard to employment in the hotel-catering sector? Is it possible to draw on the American model, which would seem to be very "job-rich", or the Japanese model which is even more employment intensive? What about schemes for reducing the VAT in the traditional food-service industry or policies of reduced social security contributions on low wages? In order to attempt a response to these questions, this publication draws on surveys carried out in France, the United States and Japan, as well as simulations. It offers an analysis which explains why countries such as Japan and the United States have higher employment rates than France in the hotel-catering trade. In the process, however, the authors warn against the mindless importation of certain 'recipes' which might well reduce job quality in a sector already having difficulty in attracting beginners.

In her article, Sylvie-Anne Mériot insists on the importance of taking into account the whole of the vocational opportunities in the hotel-catering sector, including those of public and private canteens. This activity branch, which represents nearly one-third of the vocational opportunities in the sector, offers prospects of lasting, quality employment, including for middle-aged personnel. At a time when the United States is increasing its support for a particularly fragile institutional catering sector, through government assistance and sharp reductions in labour costs, it is important in France not to negate the benefits of previous social policy by overly radical fiscal changes. The hotel-catering sector is at a turning point. It can follow the American example and create a large number of low-paid, high turnover jobs but it can also pursue a European model of 'decent' jobs which can attract employees and hold onto them.

La Documentation française, 2002, 200 pp., 18 €



Formation Emploi

Recent articles in Céreq's quarterly journal no 79, July-September 2002

Special section :
Labour-Market Entry After University

Introductory remarks :

Enseignement supérieur : un "changement sans réforme" ?

[Higher Education: A "Change Without Reform" ?]

✍ Annie Vinokur

Higher education throughout the world is presently facing sharp pressures for 'privatisation'. Free tuition is no longer considered necessary to stimulate the demand for higher studies. The new forms of work organisation require behavioural skills which are more efficiently shaped by the ways individuals gain access to studies than by the actual content of what they study. Budget constraints generated by tax dumping on capital is encouraging a rationalisation of the production of educational services and the transformation of public establishments into 'entrepreneurial' universities. The new information technologies and the liberalisation of international service exchanges offer the prospect of considerable profits in this sector. If French public higher education has been relatively protected until now, the combination of (good) governance techniques at European Union level and decentralisation at the level of autonomous universities is likely to bring it increasingly in line with the dominant model.

Jeunes issus de l'immigration: les diplômés de l'enseignement supérieur ne garantissent pas un égal accès au marché du travail

[Equal Access to the Labour Market: Higher-Education Diplomas Are No Guarantee for Graduates from Immigrant Families]

✍ Alain Frickey and Jean-Luc Primon

This article deals with the school-to-work transition of higher-education graduates in the context of recognised racial and ethnic discrimination on the labour market. Drawing on Céreq's '92 Generation survey, it compares the evolution of students of three origins:

southern Europe, France and North Africa. Ultimately, entry into working life is quite variable depending on the parents' geographic origins. Children from North African families encounter the most unfavourable conditions of labour-market entry, notably in the form of more frequent unemployment and little access to public-sector jobs.

Le devenir professionnel des diplômés de DESS

[Career Prospects for Graduates with DESS diplomas]

✍ Pierre Dubois and Rouan Vourc'h

National and local data (surveys conducted by university observatories) shed light on the advantages of the DESS diplomas (postgraduate diplomas in applied subjects) on the labour market relative to other postgraduate diplomas. The successful transition results for one thing from company behaviours in a climate favourable to changes in job structure and for another, from the training profile of the DESS diploma itself. It also stems from the students' particular academic and social backgrounds. But it might be asked whether the growing number of DESS diplomas, and thus the sharp increase in the number of graduates, will not be detrimental to labour-market entry conditions. In that case, what strategies can the universities apply in order to reinforce the value of their DESS diplomas on the labour market?

Logiques d'usages des stages sous statuts scolaires

[Company Strategies Behind the Use of University Internships]

✍ Pauline Domingo

Internships are widespread in university programmes and two

surveys reveal their heterogeneity, in terms of their length, remuneration and missions carried out. The companies' human-resources management and their relations with the training system explain this diversity. Two company strategies emerge. For some companies, the internships constitute a source of low-cost labour permitting them to make quantitative or qualitative adjustments in their personnel. Other companies participate actively in the transition process of recent graduates, either by using the internship as a trial period prior to recruitment or by 'offering' a first job-training experience to the interns.

Le chômage des diplômés au Maroc : quelques réflexions sur les dispositifs d'aide à l'insertion

[Unemployment among university graduates in Morocco: Observations on the public schemes for labour-market entry]

✍ Mohammed Bougroum and Aomar lbourk

This initial evaluation of the "Action-Employment" programme argues that the underlying logic of this transition scheme oversimplifies the reality of unemployment among graduates and that the action of the public intermediary has structuring effects on the population concerned and the entire labour market for graduates. Indeed, the source of the difficulties of labour-market entry is to be sought upstream from the public intervention. In addition, the public intermediary's policy of encouraging quantitative results gives free rein to the development of opportunistic behaviours on the part of the different participants. The result is a less rigorous use of the training section of the programme and greater precariousness of employment in the private sector because of the intensive recourse to internships.



This issue may be ordered from La Documentation française. Issue price: 14 €. One-year subscription (4 issues): 53 € for France, 56 € for Europe, 57.50 € for the French overseas departments and territories, 60 € elsewhere.