

Training & Employment

A QUARTERLY NEWSLETTER FROM CEREQ AND ITS ASSOCIATED CENTRES

FORECASTING TRAINING NEEDS IN THE HOTEL, CATERING AND TOURISM SECTOR: A Comparative Analysis of Results from Regional Studies in Three European Countries

The European Union's recent LABOURatory project on "Regular Forecasting of Training Needs" was intended to explore labour-market information systems and methods in four EU Member States (France, Germany, Ireland and the Netherlands) and to compare them with data availability and applicable methods in three candidate countries (Czech Republic, Poland and Slovenia). The ultimate goal of the project, which was carried out under the Leonardo da Vinci programme, was the elaboration of a methodology for forecasting training needs that would be applicable in the context of labour markets in transition economies, as well as the improvement of existing prognostic approaches in EU Member States.

The transition countries are subject to the same trends as affluent Western economies: rapid technological change and demand for a highly skilled workforce, de-industrialisation and a shift to the service sector. What form will future developments take? How will these affect demands for skills in the transition countries? How can these countries integrate the experiences of Western European countries?

The LABOURatory project had two main components: the first dealt with the elaboration of a model for quantitative nationwide forecasting, while the second focused on different qualitative and semi-quantitative methods which were applied at sectoral level in one selected region. The remarks that follow concern findings related to the latter component of the project.

The pilot study on the hotel, catering and tourism sector was conducted in the Burgundy region of France, the Northwest region of the Czech Republic and the Podravje region of Slovenia. In all three countries, this sector generates a substantial share of employment; if its multiplier effect on other sectors, notably commerce, is taken into account, it represents nearly 5 percent of employment in France, almost 7 percent in Slovenia and close to 16 percent in the Czech Republic.

The regional focus of the pilot study is no coincidence, insofar as the results of nationwide quantitative forecasts are rarely valid at a disaggregated level. Both regional and sectoral forecasts thus help to verify national quantitative models and provide a useful complement to them. At the same time, such regional analytical approaches contribute to a better qualitative understanding of emerging qualifications and skills shortages in terms of specific local features.

In order to identify qualifications needs and their future evolution, a survey was initiated in all three countries during the last three months of the year 2000. A different questionnaire was used in each country, but a certain number of common items were included so as to test the relevance of the enquiry in each of the three regions analysed. The main objective of the survey, conducted by in-person or telephone interviews with company managers or owners, or heads of personnel departments, was to bring out the nature of existing jobs, the factors of change for the occupations in the sector, the impact on the different employment and human-resources policies and co-operation with training providers and others. It was not intended to provide statistically exhaustive results (given the limited size of the sample) but to determine whether a relatively

CENTRE D'ÉTUDES ET DE RECHERCHES SUR LES QUALIFICATIONS

LABOURatory: A Project Involving Six European Countries

LABOURatory ("Regular Forecasting of Training Needs: Comparative Analysis, Elaboration and Application of Methodology") was a two-year project (1999-2001) funded by the European Commission under the Leonardo da Vinci Programme, Surveys and Analyses strand (CZ/98/2/06469/EA/III.2.a/Count).¹ In order to adapt methods of medium-term forecasting for application in unstable economic circumstances, the partners undertook three forms of activity:

- Comparison of existing methods of forecasting training needs in each partner country (see *"Forecasting Education and Training Needs in Transition Economies: Lessons from the Western European Experience"*, Czech National Observatory of Vocational Education and Training, Prague, 1999);
- Use of quantitative forecasting methods to elaborate synthetic models with adjustable tools for iteration and reconstruction. Closely following Irish and Dutch methodologies, the partners calculated comprehensive time-series data on employment trends and forecasts of flows of future graduates by level and field of study and elaborated various indicators of employment/recruitment prospects;
- Use of qualitative approaches with particular attention to individual country environments and existing systems of information gathering. Slovenia and the Czech Republic thus applied elements of French qualitative methods at regional level in one sector which is well developed in all three countries (hotel-catering-tourism). Both quantitative and qualitative results were verified and, where necessary, adjusted through extensive discussions with the social partners, the experts involved in the surveys and those working in the hotel and catering industry.

similar survey could be devised, whether the approach offered opportunities for productive comparative analyses and whether such a methodology involving limited-scale but in-depth analysis would be worth using in future surveys.

The prospective approach applied in the three European regions was developed along two main lines:

- **First, the identification of recent qualitative evolutions**, in order to bring out the factors of change at work in the sector, present hiring and training policies, and anticipated demands for skills and qualifications;
- **Second, the validation and further development of the diagnosis** within a working group composed of public authorities, trade-union and employers' association representatives and independent experts, which attempted to produce scenarios anticipating future employment and training needs in the sector.

IDENTIFYING FACTORS OF CHANGE IN THE CZECH REPUBLIC AND SLOVENIA

In the regions surveyed, three main kinds of factors were brought out. The first, evoked in Slovenia and the Czech Republic, concerns the opening of the borders. Typical trends cited include the positive impact of globalisation, access to new markets and potential customers, future access to the structural policies of the European Union and the region's geographical position. The sector has been

1. The findings presented here reflect only the views of the authors; the European Commission is not liable for any information or opinions expressed in this article.

expanding in recent years and still has considerable potential for further growth. The second major factor relates to the changing nature of consumer demand. In all three regions analysed, customers have become more demanding in terms of prices and quality, as well as the diversity and sophistication of services. The third factor bears on the new technologies, which are modifying channels of communication, forms of advertising and the organisation of services.

In addition to such factors of change, the surveys conducted in Slovenia and in the Czech Republic disclose various development trends, including the spread of information centres for tourists and increasing links between regional businesses and the institutional or political players involved in the tourism sector. Slovenia, for example, considers "mutual linkage and connections" an asset. Today, it is increasingly necessary to link the development of the hotel and catering sector with that of the tourism industry's information systems.

In the Czech Republic, the tourism industry thus manifests a twofold nature. On the one hand, the sector's attractiveness and special charm are largely tied to its traditionalism, which has deep roots in the hospitality sector and would thus seem to constitute an obstacle to dynamic change. On the other hand, innovative forms of organisation—such as tourist information centres with information systems linked to travel agencies, hotels, transportation, pools of freelance guides, interpreters and others, regional development agencies and regional and local administration—actively contribute to the sector's development.

DEFINING THE SKILLS REQUIRED IN THE THREE REGIONS

The three surveys reflect similar expectations concerning the additional professional skills to be developed in the future. The most important of these are knowledge of foreign languages and digital technology, new techniques for food preparation and preservation and business skills. It is highly significant, however, that these skills are often required within complex configurations where the traditional competences of the hospitality sector are expected to be complemented, for example, with IT and database skills or a sophisticated understanding of regional development and ecology. As a result, we find that training needs differ according to the level of responsibility in the company. Managers traditionally face more requirements than regular employees and are the ones who benefit the most from

A Survey in Three European Regions

The questionnaire survey was conducted through interviews with 48 company managers in Burgundy, 83 in Podravje and 24 in the Northwest region of the Czech Republic. In Slovenia and France the sample mainly included micro-firms of fewer than 10 employees. In the Czech Republic, small and medium-sized companies accounted for a larger share of the sample: 6 companies had between 25 and 100 employees and 2 companies had more than 100 employees. The businesses surveyed included traditional and fast-food restaurants, taverns, hotels, cafés, travel agencies and tourist information centres.

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participation in training. This situation is not specific to the sector or the countries or regions under consideration, however, for such a trend is found everywhere.

It is worth noting, however, that no radical transformation of the traditional hotel and catering trades was evoked in the regions queried. Nevertheless, beyond the common results for these three regions, a detailed examination of the data reveals certain differences of assessment. This is especially the case with cooking and catering: while hygiene problems were evoked in Burgundy relative to the new European standards (hazard analysis critical control point), this issue was never cited in the other countries.

DETERMINING TRAINING POLICIES

The majority of employees in the sector have received some kind of vocational training. In the Podravje region, only 4 percent are rated as underskilled, while in Burgundy the proportion reaches 20 percent. In Slovenia, more than half the employees have a basic level of education and 45 percent have completed secondary school and some kind of higher education. In Burgundy, the survey sheds further light on their profile: according to company heads, 70 percent of the employees have received training in the hotel and catering trades.

In all three regions, companies generally recognise the usefulness of continuing training, although they do not share the same perception of it. In the Northwest region of the Czech Republic, "38 percent of the companies surveyed were not buying any training services, and some regarded personal growth and the improvement of qualifications as a strictly individual matter for the employee. Underlying these tendencies, in terms of both goals and practices concerning the scope and content of continuing training for staff, we can definitely see the effect of the low skills structure which is typical of this sector and is associated with the nature of work activities and the typical distribution of activities among different staff members." In the Podravje region, "Although companies are aware of the importance of additional education and training and the incorporation of lifelong learning into their development strategy, the opinion of one-fourth of the companies surveyed that additional education and training is not necessary constitutes a serious concern". In Burgundy, meanwhile, "Few employers provide continuing training: about 50 people recently received training, which amounts to 10 percent of the permanent workforce. In all, 17 restaurants were involved, two-thirds of which are companies with more than 10 employees. Most of these training activities are carried out in compliance with the companies' legal obligation to finance training".²

2. The July 1971 law on continuing training requires French employers to finance training under the so-called legal financing obligation. Companies are not required to provide training to their employees; they can choose instead to pay the totality of their mandatory contribution to the Treasury or designated agencies certified by law. At present, the minimum amount of this contribution is 0.25% of the gross wage bill for companies with fewer than 10 employees, and 1.5% of the gross wage bill for companies with 10 or more employees.

Table 1. Required skills

Podravje/Slovenia	Northwest/Czech Republic	Burgundy/France
German English	Foreign languages	Foreign languages
Interpersonal skills	<i>Interpersonal skills</i>	
Food preparation <i>Food/dessert presentation</i>	<i>Manual skills specific to the sector</i> Broad occupational base Technical skills Specific occupational knowledge	Hygiene, Food safety <i>Preservation techniques, lighter cuisine, more diversified menus</i>
<i>Computer skills</i>	<i>Computer skills</i>	Computer skills
<i>Designing travel packages</i>	Strategic planning Creativity	
<i>Service</i> Preparing tables		
Commercial skills Sales skills Marketing	Financial skills <i>Sales skills</i> Marketing	Sales skills
Expertise on wine		
Management skills	<i>Management skills</i> Management and teamwork	

Note: This table summarises the skills requirements indicated by companies during the survey. The boxed skills are those most desired. The skills in *italics* are those mentioned from time to time and the skills in normal characters are those rarely mentioned.

The content of the training provided is similar in all three countries and involves skills in cookery, table service, hygiene, customer relations, marketing and management. The length of the training sessions is short, usually one week. In Slovenia and the Czech Republic, three obstacles to the spread of continuing training are cited: the high cost of the training, the distance between the workplace and the training site and the inappropriateness of the training to company needs. The development of the sector is also heavily affected by the seasonal nature of tourism, for companies do not as a rule invest in the training and development of a temporary workforce. In addition, the sector continues to suffer from wages that are below the national average (e.g., the Czech Republic). Nevertheless, relatively high unemployment in some of the regions studied (e.g., Northwest Bohemia) minimises recruitment problems for employers. Thus, the situation does not encourage internal development of human resources given that a large pool of workers is available among the unemployed. In Burgundy, companies mention time constraints and the difficulty of finding replacements for employees in training, and they

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also question the usefulness of specific off-the-job training ("You learn on the job"). Improving the situation clearly requires overcoming such obstacles; one solution evoked is joint funding of training.

DEVELOPING A SHARED DIAGNOSIS

One of the specific features of the methodology used for the qualitative approach is the review of the survey's preliminary findings (taken as working hypotheses) in the light of observations and comments solicited from the social partners and practitioners in the sector. Major findings were thus submitted to and/or discussed with trade-union representatives and public and State authorities at national and especially regional level in the three countries. In Burgundy, for instance, the analysis of the findings was developed and validated through two meetings with public authorities (representatives of the Regional Council and the State) and trade-union representatives. In the Czech Republic, three meetings of focus groups were organised with regional experts from the State and the public administration, trade unions, experts from the education branch, tourist agencies and others. In Slovenia, five company representatives or officials from tourism bodies were also involved in the exchange.

In case of the Czech Republic, the issue of the relationship between schools and companies was dealt with more specifically, notably in terms of the recruitment of graduates from the educational system, the degree of employer satisfaction and the forms of co-operation between education and business. The findings indicate that there is no major lack of co-operation between schools and companies. The forms of co-operation most often mentioned by the companies include taking on students to provide them with practical work experience and discussing "possibilities of obtaining school-leavers for jobs and [company] participation in the school-based educational process".

As for the Podravje region, several findings from the survey were validated: the development of a "voucher system" (training credit), the promotion of distance training, the use of information technologies and mastery of modern communications tools. Greater involvement of the secondary schools is deemed necessary in order to stem the decline in the number of young people training as waiters and overcome the lack of skills in certain occupations in the hotel and catering sector.

In Burgundy, in addition to skills forecasts, the discussion focused on another, more difficult subject: while practically the same number of young people seek to work in this sector from one year to another, it is difficult to get them to stay. The problem does not seem to lie with the training system and its responsiveness but rather, with the need to improve working conditions in the companies themselves.

On the basis of this experience, we would emphasise that the methodology developed for qualitative analysis can serve as a complement to a quantitative survey and thus, in this instance, bring out current needs and future challenges facing the hotel and catering sector. Many findings were similar in all three regions; apart from differences of degree or implementation, only the extent of their validity differs. It is worth noting, moreover, that the prospective approach is extremely appropriate for promoting greater involvement of the different participants in the socio-economic process insofar as the diagnosis and forecasting scenarios are shared.

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Christine Guégnard, Céreq/Irédud
OREF Burgundy
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Project leader

Quantitative forecasting

In addition to the qualitative approach, the joint effort of the seven countries was intended to define the necessary conditions for the implementation of a quantitative forecasting approach. On the basis of a methodology developed by the Research Centre for Education and the Labour market (ROA) at the University of Maastricht and advice from the Economic and Social Research Institute (ESRI) in Dublin, the partners from the Warsaw School of Economics in Poland, as well as those from the Centre for Economic Research and Graduate Education, Charles University (CERGE-EI) in the Czech Republic, sought to adapt existing macro-economic models to their countries. The particular position of France is noteworthy: while an absence of recent quantitative studies was signalled at the outset of the work programme, the end was marked by the resumption of national forecasting analyses in 2001, including those developed by the BIPE for the Ministry of Education (Education Economy Employment Mission) and that proposed by the Ministry of Employment and Solidarity (Dares) under the name of FLIP-FLAP.

FRENCH RESEARCH CENTRE FOR THE ANALYSIS OF OCCUPATIONS, VOCATIONAL EDUCATION AND TRAINING

Céreq

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Updates

Establishing Standards for Vocational Training and the Accreditation of Learning Experiences

A seminar on the development of standards was held in Turin on 21 May 2001. Organised by the European Training Foundation (ETF), this meeting was aimed at addressing the question of standards in the double context of the creation of a vocational training supply (initial or continuing) and the accreditation of prior experience. The morning session was largely devoted to case studies concerning recently independent states, notably Mongolia and the countries of the Mediterranean basin. The histories of these countries are quite varied, ranging from those which have had considerable industry or collectivist agriculture and those lacking a centralising body or any real employer involvement in the area of vocational training, and this diversity calls into question the relevance of developing a common model or methodology.

During the afternoon session, Sylvie-Anne Mériot of Céreq presented an approach to competences used in drawing up standards for diplomas in vocational and technical education. Known as ETED (Emploi-Type Étudié dans sa Dynamique, "standard job type studied in its dynamics"), this method involves an analysis of work and competences which allows the dynamics of the job to be situated within a training stream (e.g., accounting within the field of

administrative jobs). It also brings out the internal dynamics of work activities, notably the thresholds for progression between groups of activities.

When such analyses are available, it is possible to include the social partners in discussions and reach agreements on the creation of diplomas or training modules. The specifics of the work activity (in terms of technical know-how, relations in a work environment or in organisational and managerial activities) constitute useful standards for defining certification criteria, and subsequently, training contents.

The fifty seminar participants all agreed that standards in the area of vocational training should be developed on the basis of a prior analysis of the work involved.

✓ *Contact:* Sylvie-Anne Mériot, Céreq

Final Conference of the Leonardo Project: Tacit Forms of Key Competences for Changing Employment Opportunities

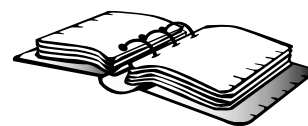
The Leonardo Project held its final conference in Flensburg, Germany, on 26-27 March 2001. Fifteen participants represented the project's six research teams from the University of Evora (Portugal), the University of Flensburg (Germany),

the Institute for Vocational Education and Training (Germany), the University of London, Institute of Education (Great Britain), the University of Patras (Greece), the University of Porto (Portugal) and the University of Surry, Guilford (Great Britain). The large majority of the participants shared a conception of key competences as distinct from— if not opposed to—both technical competences and basic general competences in math, reading, writing and so on. In most of the experiences described, such key competences covered personal abilities, and even personality traits, acquired in the course of both work activities and daily life and which were deemed essential for the individual's involvement and success in training and mobility processes.

The "Starfish" model, which was taken as a reference, classifies these competences in five categories:

- practical competences linked to a content (information technologies);
- methodological competences (management of time, problem solving, adaptability);
- social competences (teamwork);
- learning competences (individual work);
- attitude and value-related competences (self-confidence, motivation, enthusiasm).

✓ *Contact:* Alain Savoyant, Céreq



Formation Emploi

Recent articles in Céreq's quarterly journal, no. 74, April-June 2001



This issue may be ordered from La Documentation française. Issue price: 85.27 FF (13 €). One-year subscription (4 issues): 321.42 FF (49 €) for France, 341.10 F (52 €) for Europe, 350.94 FF (53.50 €) for the French overseas departments and territories.

Compétences et enjeux sociaux dans les pays européens

[Competences and Related Social Issues in Europe]

 Florence Lefresne

The concern with preparing employees for an increasingly less circumscribed work activity seems fairly widespread, but it takes varied forms from one country to another. This article proposes a typology of such diversity. The more the system of professionalisation is regulated jointly by the different social actors and is based on strong occupational identities, the greater its legitimacy in the production of standards for competences within the existing qualification system itself. This first configuration is variously illustrated by the neo-corporatist countries of Northern Europe and Germany. Conversely, the debate on competences assumes greater autonomy when the system of professionalisation corresponds to a dismantling of the regulatory system. The British case corresponds to this second situation. Finally, the debate over competences remains secondary if the system of professionalisation is inadequately structured, in which case the central issue is that of the production of collective standards. The slow introduction of a coherent system of qualification in Spain stems from the need to set up such standards. According to this analysis, the debate on competences in France may be explained by the weakening of the French system of professionalisation and the difficulty of instituting new common frames of reference.

Mobilité externe et compétence. La question d'un système de repères collectifs des qualités du travail

[External Mobility and Competence: Developing Collective Frames of Reference for the Nature of the Job]

 Myriam Campinos-Dubernat

Competences, like skills, relate to the individual, unlike qualifications, which are constituted in relation to the job. One of the major criticisms of this new index of the nature of the job relates to its tiny field of validity, which is limited to a single company. After examining the validity of the indices 'skill' and 'qualification' in terms of external mobility, the article studies the conditions which might make the

(continued on p. 7)

competence constituted within a single company an index equally valid at the level of the occupational branch. It concludes with an examination of the conditions which are likely to lead the actors to make such elaborations, notably technical (the current frames of reference at branch level) and economic (related to the labour market).

L'accès à l'emploi des docteurs en sciences de la vie : caractéristiques individuelles et effets de structures

[Access to Employment for PhDs in the Life Sciences: Individual Features and Structural Effects]

✍ Stéphane Robin and Éric Cahuzac

The article analyses the labour-market entry of a sample of PhDs in the life sciences in order to test several hypotheses encountered in the literature on the determinants of PhDs' entry into the academic system or the private sector. The estimation of proportional hazard duration models yields three main results: without minimizing the role of publications, the recruitment criteria for these PhDs seem to draw on indicators which are more sophisticated than a simple indicator of productiveness. Entry into the private sector, meanwhile, does not occur by chance, nor is it a solution of last resort, but reflects to a specific career plan. And in both sectors, the success of the doctoral project depends considerably on the quality of the supervision, the visibility of the host research team and the means placed at the disposal of the future researcher.

Comprendre et transformer les situations de travail quand on est enseignant en lycée professionnel

[Understanding and Changing Work Situations as a Vocational High School Teacher]

✍ Nathalie Lang

The recent introduction of ergonomics into the vocational high school has provided an opportunity for considering, on the one hand, the contributions of the discipline to the prevention of occupational hazards and, on the other, the conditions and forms of training favourable to the development of competences for analysing work situations. The design of teaching contents and situations is made even more lengthy and complicated by the desire to increase competences and transmit tools which may be used in real work situations. Vocational didactics enhances these reflections by questioning the forms of training and learning centred on action and analysis of work. The author presents a teacher-training programme in ergonomic analysis of work designed and carried out by ergonomists. The article describes the evaluation process elaborated and the effects of this training programme on the development of the trainees' competences as well as on the transformation of the work situations under consideration.

Book Note

La formation professionnelle en mutation : développer et reconnaître les compétences (Vocational Training in Transformation), edited by Henri Jacot, Damien Brochier and Myriam Campinos-Dubernet (Paris: Éditions Liaisons, 2001).

✍ Michel Théry

This work is based on exchanges between professionals, researchers, union leaders, employers and employees in the course of a series of training sessions, debates and study trips organised by France's Institut National du Travail (National Labour Institute). It considers vocational training in the light of the competence strategy and learning organisations and, as is not often the case, addresses the level of the SMEs, the individual and local and regional territories.

BOOKSTORES

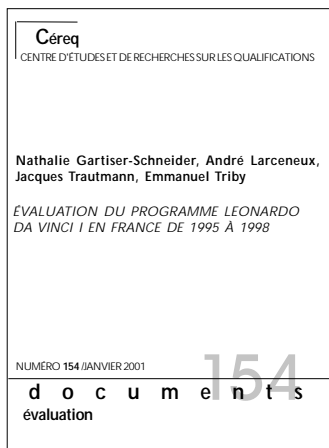
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New Publications



Evaluation du programme Leonardo da Vinci I en France de 1995 à 1998

[Evaluation of the Leonardo da Vinci Programme in France 1995-1998]

✍ Nathalie Gartiser-Schneider, André Larceneux, Jacques Trautmann, Emmanuel Triby

This document offers an initial assessment of results from the Leonardo da Vinci action programme for the creation of a European Community vocational-training policy. If those responsible for the projects generally express satisfaction with what they have been able to accomplish, the dissemination and further development of what they

produced remain problematic. Thus, the impact of Leonardo in France seems limited, whether in terms of effects on the quality of initial and continuing vocational training systems, innovations in the training market or the number of interns and young workers placed in EU Member countries. The report also observes that partnerships are quite often limited to the time frame of the project, while the Leonardo programme was aimed at prolonging such relations in other forms. With regard to the effects of the programme's operational strategy and the norms imposed on project implementation, the authors emphasise that these caused the interest of the processes tested to be underestimated and often restricted the project rationale and innovation strategies which were nonetheless the basic objective of the programme.

Document no. 154, "Evaluation" series, Céreq, January 2001, 124 pp., 120 F (18.30 €)

Les recrutements par secteurs et zones d'emploi en Rhône-Alpes : une approche par la segmentation. Perspectives méthodologiques d'exploitation des déclarations annuelles des données sociales

[Recruitment by sectors and employment areas in the Rhône-Alpes region: an approach by segmentation. Methodological approaches to the use of annual declarations of labour data]

✍ Isabelle Borras

This work is the product of a joint study carried out by Céreq's associated centre at the Université Pierre Mendès-France in Grenoble and the French national statistics institute (Insee) in the Rhône-Alpes region. It addresses the uses of the annual declarations of labour data (Déclarations Annuelles des Données Sociales, DADS), administrative documents which trace workforce flows on the labour market and which have the particular advantage of covering practically all salaried employment in the private and semi-public sectors. The specific focus of the study is the recruitment of young people in the different activity sectors and twenty-seven employment areas in the Rhône-Alpes region during 1995. The distinction between lasting and temporary recruitments—set at twelve months—feeds an analysis of labour-market segmentation and its sectoral or geographical determinants. But more generally, the document is intended to show potential users of the DADS the possibilities the source provides for detailed analyses of workforce flows and recruitments.

Document no. 155, "Observatoire" series, Céreq, March 2001, 89 pp, 100 F (15.25 €)

Construction et usage des catégories d'analyse. Huitièmes journées d'études Céreq/Lasmas-Institut du Longitudinal. L'analyse longitudinale du marché du travail

[Construction and use of analytical categories. Eighth Céreq/Lasmas-Institut du Longitudinal Workshop. The longitudinal analysis of the labour market]

✍ Alain Degenne, Yvette Grelet, Jean-Frédéric Vergnies, Patrick Werquin (eds.)

The theorisation of a phenomenon begins with a consideration of the categories, classifications and, in general, the instruments used to measure it. The school-to-work transition largely remains to be theorised, and this may occur through an extension of the problem to the analysis of the labour markets. The papers presented during this workshop all follow the same basic outline, showing the great complexity of the processes at work and the importance of taking specific national or even category-based features into account. There is no single logic of school-to-work transition or a single form of mobility, but a group of processes embedded in distinct institutions or cultures. As this volume shows, more detailed analysis of complex situations, internal criticism of categories, questioning through international comparison are valuable research methods which can no longer be ignored. Several of the papers included reflect a veritable change of viewpoint and open new perspectives.

Document no. 156, "Séminaires" series, May 2001, 303 pp., 170 F (25.90 €).



These documents are available at Céreq's bookstore