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COM (79)578

Vol. 1979/0199

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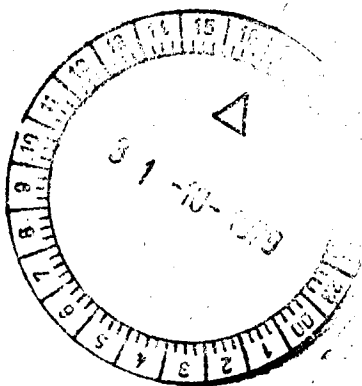
COMMISSION OF THE EUROPEAN COMMUNITIES

COM(79) 578 final

Brussels, 29th October 1979

LINKING WORK AND TRAINING FOR YOUNG PERSONS IN THE COMMUNITY

(Communication from the Commission to the Council)



COM(79) 578 final

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I - MANDATE

1. The Paris meeting of Heads of State and Government in March 1979 asked the Council of Ministers to study linked work and training systems (1) as "one of the measures which should contribute to the improvement of the employment situation" and asked for "concrete action". It described such systems as "the linking of practical training obtained by the exercise of a vocational activity at the place of work with theoretical training obtained in a training service, organisation or establishment".

2. The Council of Ministers of Employment and Social Affairs in May 1979 considered the development of alternance as one of a number of elements in an overall policy aimed at the sharing of the available volume of work. It asked the Commission to put forward proposals for Community action in this field. While this mandate also demands a full examination of the potential contribution of "alternance" as a complementary element in policies for improving the employment situation of all groups in the labour force, the Commission has decided to limit its initial proposals to "alternance"-based training for young people. Therefore, the use of the word "alternance" in this document is confined to its application to the improvement of the insertion of young people into the labour market .

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(1) The French term "alternance" is used in this Communication to describe the range of such systems.

3. At its meetings in October 1978 and April 1979 the Consultative Committee for Vocational Training considered alternance from a training and long-term employability perspective and expressed interest in the Commission's proposals.

This Communication makes a number of proposals for Community action in this field as requested by the Council of Ministers. It is in line with the previous Communication on youth employment of 17 October 1977 which emphasised the need both to create and promote employment for young persons on the one hand and to adjust training systems to changing needs on the other. The present initiative is concerned principally with improving training opportunities for young persons. It has three objectives:

- a) Improving the employability of young persons by improving their opportunities to obtain training and qualifications.
- b) Reducing the current high levels of youth unemployment by encouraging the substitution of viable alternatives to full-time employment in the perspective of a better management of work-time.
- c) Providing Community support for the reform and modernization of training provision in the Member States. The initiative will hence contribute both to a better integration between working time and training and to the continuing need to requalify and update the labour force.

II - DIAGNOSIS

4. The Commission has already at various times presented its analysis of the persistent problem of youth unemployment and of the related problem of qualitative mismatch on the labour market. It confines itself here to reiterating that the present difficulties are reflected not only in the large number of young unemployed persons but also by the gaps between the training given, the characteristics of the young persons and the profiles of the jobs offered. There is no sign in the diminution in the high level of youth unemployment in the Community as Table 1 shows.

Table 1. - Youth Unemployment in the Community

Mid-Year	Total Unemployment (millions)	Unemployed under 25 (millions)	Youth Unemployment as % of total un- employment
1974	2,4	0,8	33.3
1976	4,9	1,8	36.7
1978	5,7	2,1	36.8
1979	5,7	2,2	38.5

The Community Labour Force Sample Survey of Spring 1977 showed that young people (14 - 24) accounted for $2\frac{1}{2}$ times the unemployment which one would expect from their share of the Labour force. Unemployment is concentrated on the younger age group (14 - 19) where it is 3 times the level one would expect from their share of the labour force. For the older group (20-24) it is twice the level.

5. The latest estimates for the level of economic growth in the Community suggest a growth rate of about 3 % in 1979 and 1980. In view however of labour supply prospects it is considered rather unlikely that unemployment can be kept down to its existing level between now and 1980. In the longer ran growth would need to average 4.5 % per annum from 1979 to 1985 if the level of unemployment is not to worsen in that period. Since young persons suffer disproportionately from unemployment, policies must be developed by all Member States to facilitate their employment on the basis of an analysis of the working of the labour market and of the training and educational systems.

6. A major element in this analysis is that a substantial proportion of young persons enter the labour market immediately after reaching the school leaving age and do not pursue any kind of vocational training. This is illustrated by Annex Table 1, which shows for example that in the Community as a whole 24% of the 16-17 age group and 41% of the 17-18 age group leave school without pursuing any further education or training. In Community countries for which data is available there is clear evidence of a relationship between low levels of education/training and unemployment: the poorer a young person's education, the more likely he is to be unemployed, (Italy, however, appears to be an exception to this rule). Thus in terms of long-run employability, attention must be paid to the training opportunities available to all young persons, whether or not they happen to be in employment.

7. The duration of unemployment tends to be lower for young persons than for other age groups as Annex Table 2 shows. The Table indicates that about half the number of unemployed young persons have been unemployed for less than 3 months. It is probable, however, that the duration of unemployment is higher in the four Member States not covered. These data therefore indicate that a comprehensive approach to the complex phenomenon of youth unemployment must take into account the effects on the young person of employment and whether or not such employment is providing a solid basis for future employment and for individual development. They also indicate that policy should not rigidly distinguish between employment and unemployment, but should take into account the fact of a high degree of movement into and out of employment.

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III. THE PRINCIPLES OF ALTERNANCE

8. The concept of alternance is based on the principle of alternating periods of employment and an educational or training activity throughout working life. Alternance has been defined as "a phase in the process of training associating the exercise of a vocational activity at the place of work with theoretical training obtained in a training service, organization or establishment". It thus implies the development of a pattern of time which is divided between on-the-job activity and other learning activity in a training institution. It necessitates on the one hand the acceptance by employers of on-the-job training coordinated with off-the-job training and on the other hand the adaptation of off-the-job training to the needs of workers on the jobs which they hold. It goes further than the classical combination of theoretical and practical training for it takes as its starting point the fact that work experience in itself can lead to learning, if appropriately complemented and reinforced. In particular experience of work relationships will promote the gaining of a sense of direction and can help to develop his grasp of social relationships and decision making capacity in an adult environment alongside the acquisition of technical skills.

9. The implementation of a policy of alternance implies the breaking down of barriers between education/training on the one hand and employment on the other. Alternance implies that the end of school or of a training course does not mean an end to learning. Rather it involves a change to a different type of learning on the job with opportunities for further education and training in the course of the working life span.

10. The development of linked work and training must be planned above all in order to promote the employability of young persons and their ability to cope with the world of work. But it can also, and in a subordinate way, take its place in an overall strategy to arrange working time better, especially in two ways: firstly through improving the credibility of training in the eyes of both young persons and of enterprises, it can contribute to reducing the number of persons seeking work - in a much more efficient way than the obligatory prolongation of compulsory schooling. Secondly the extension of the possibility of training leave for young employed persons has a similar effect.

However linking work and training should not be considered as a panacea. It can entrain two opposite risks: the first is that of disguising marginal jobs as training periods, or of using the jobs to obtain a lowly paid workforce. The second risk is that of increasing the costs faced by enterprises -operating already in difficult conditions - through calling for an additional effort from them. These two risks and preoccupations-of which the Commission is fully conscious-call for special precautions especially as concerns the content, supervision and financing of alternance.

11. Clearly, alternance as a principle or method can apply to a wide range of situations, including university level education and the provision of training for adult workers. At this stage, however, the Commission proposes to limit the scope of its action to training for young persons. It believes that the seriousness of their employment situation and the priority accorded to this category by the Council and the Parliament justifies a concentration of resources.

The development of alternance calls for the tackling of issues such as remuneration, the status of trainees, entrance requirements to education or training, compatibility of different qualifications etc. In its discussions with the Consultative Committee for Vocational Training, the Commission has identified a number of these issues. It appears desirable to ensure that the following principles are observed when drawing up programmes of alternance. The organisation of linked systems will vary, particularly as regards financial support. The rights and obligations of the trainees will vary according to the form of the contract of the person involved. For example in a situation regulated by a training-employment contract the financial contribution of the State is usually quite high whereas it is low or zero in most apprenticeships contracts. The following principles are therefore of a general nature and need to be further developed in order to apply to specific situations.

The characteristics of the proposed linked system

12. The linked system of work and training should have the following characteristics:

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- a) It should proceed according to a defined plan linking practical experience obtained at the workplace with theoretical training obtained away from the workplace in a coherent and progressive manner.
- b) In general at least 20% of the total work-training programme should be spent on training away from the workplace.
- c) The level of competence achieved as a result of participation in the linked system should be recognised by the relevant public authorities and should qualify the participant to undertake further training in the same area or to transfer to other forms of training or education.

The organisation of the linked system

13. For the purpose of linking effectively work and training close cooperation between those responsible for conditions at the place of work (employers and workers) and those responsible for training away from the workplace (public authorities, chambers of commerce or trade, etc.) is essential. Appropriate arrangements should therefore be made, where they do not already exist, to ensure the organisation and coordination of the system.

The financial support of the system

14. The financial needs of the system fall into three parts: the cost of training carried out at work, the cost of training away from the workplace and the cost of the remuneration paid to the young person. The public authorities and the enterprise should participate jointly in the financing of training. As a general guideline:

- a) The cost of training carried on at work should fall on the employer. (In some countries levy/grant systems are used to spread the cost of training in a particular sector among the firms in that sector).
- b) The cost of training away from the work place should be a charge on the public authorities.
- c) The remuneration paid to the young worker by the employer should be related to the minimum wage level in the appropriate age group, adjusted to take account of the time spent on training away from the workplace. The remuneration paid by the public authority should be related to attendance at training and take account of travelling and subsistence expenses.

Design and content of training schemes

15. In the design of training schemes detailed objectives and programmes should be established at an appropriate level. The approval and assessment of training schemes should be the responsibility of the authority responsible for standards in vocational training.

16. Training schemes should:

a) provide both for the development of the skills required to do the job, and for an appropriate element of polyvalence to help the young workers to adapt to changes in his employment .

b) where possible , be designed to enable trainees to achieve their objective by stages or modules in order to take account of possible interruptions in training caused by circumstances beyond the trainee's control, and so as to enable trainees to exercise a choice among specialist options. Intermediate levels of achievement should be recognised by a certificate.

17. The certification of the level of achievement in a training scheme should be undertaken by, or under, the control of, the public authorities.

Rights and obligations of trainees

18. The public authorities should define the rights and obligations of trainees in relation to their employers and to the institution undertaking the training away from the workplace. In the case of a contract of employment, the minimum requirements of the contract should be defined by the public authorities ^{after} / consultation with the representatives of the employers and workers and with the institution undertaking the training away from the workplace or through collective agreements.

Conditions of work and social security

19. Working conditions of trainees, whether at the place of work or at a training institution, should conform to those laid down by the public authorities and/or collective agreement for workers in the relevant sector and age group. Trainees should be covered by the health and other social security arrangements applicable to workers generally.

* The goal of 'polyvalence' is to provide a sufficiently broad training which gives the young both the necessary theoretical and practical competence to pursue his career in the sector chosen by him , and also to be sufficiently adaptable to change in techniques and organisation.

IV. ALTERNANCE IN PRACTICE

20. There exist in all Member States arrangements for the linking of work and training. The best established is the apprenticeship system which in many cases corresponds closely to the theoretical concept of alternance discussed above. Day or block release is also widespread in the Member States, sometimes on a compulsory basis. It could provide a second basis for the development of alternance. A number of Member States also have introduced measures to establish training-employment contracts along with measures to create employment and provide work experience. This section reviews practice and experience and suggests guidelines for further development.

Apprenticeship

21. The essence of an apprenticeship is an agreement between an employer and an apprentice that the employer will provide practical work experience and secure systematic training which will enable the apprentice to achieve recognised status as a skilled worker. Numbers in apprenticeships were fairly steady during the 1960's. The worsening economic outlook caused a decline in the early 1970's, but this was followed by a recovery due to the measures taken to encourage the employment and training of young persons. Specific legislation on apprenticeship was passed in Belgium 1976, W. Germany 1976, Denmark 1977, France 1977, Luxembourg 1977. Table 4 shows the number of apprentices in Member States.

Table 2

The Incidence of Apprenticeship in EEC Countries

Country	Year	Total No. of Apprentices in thousands	Apprentices as % of civil employment
Belgium	1977	24,	0.8
Denmark	1976	55,	2.2
Germany	1977	1,354,	5.2
France	1978	220,	1.0
Ireland	1977	17,	1.6
Italy	1976	692,-	3.6
Luxembourg	1977	4,	2.7
Netherlands	1977	58,	1.15
Great Britain	1974	463,	1.9

22. The variation in the importance of apprenticeship is due to a number of factors. The 'breadth' of the apprenticeship system in terms of sectors covered is relevant. For example, apprenticeship in Belgium is largely confined to the artisan sector, whereas in Germany it extends to almost all sectors of the economy, covering some 455 occupations. Another important factor is the extent to which full-time vocational education is provided as an alternative.
23. Apprenticeships lead, in general, to skilled worker qualifications, though in some Member States they apply to lower levels of skill. They tend to be of long duration (3-4 years) although shorter apprenticeships are available in some countries for lower levels of qualification.
24. The degree of centralised control and coordination varies markedly. In the more structured systems (Germany, Denmark, The Netherlands) national legislation provides for the prescription of training programmes agreed with the social partners in the specified trades and occupations, as well as for obligatory complementary vocational education off-the-job.
25. A number of Member States (Germany, Denmark, Ireland) have introduced 'basic vocational training' for the first year of apprenticeship. This year has a more general educational orientation and is related not to one specific occupation but to a broader field. This arrangement has the advantage of deferring specific occupational choice. For example in Germany young apprentices in their first year choose one of 13 broad occupational fields, before opting for one of 455 occupations covered by apprenticeship legislation in the second year.
26. Arrangements vary widely between Member States as to the relationships between examinations and qualifications in the general education, the vocational education, and the apprentice system. For example, apprentices in France take the C.A.P.*, the qualifying examination of the vocational school system. By contrast in the Netherlands the apprenticeship examination is also open to external candidates who have not been apprentices. Recent reforms in Luxembourg are intended to make the apprenticeship system run parallel to the full-time vocational school system, leading to identical examinations and qualifications.
27. The apprenticeship system in Italy is encountering severe problems. The facilities and arrangements for complementary vocational education are not being fully used. There were, for example, 770,000 registered apprentices

* Certificat d'Aptitude Professionnelle.

in 1965 of whom 418,000 attended complementary vocational education compared with 670,000 apprentices in 1975 of whom only 12,000 attended complementary vocational education. The continuation of the apprenticeship system will depend on more general decisions about the organisation of vocational training in Italy.

28. On account of its established status the apprenticeship system is evidently a major element in the expansion and the development of alternance opportunities. But there appears to be need for modernisation in three respects:

- (i) the development of training programmes so as to take account of technological and pedagogical change;
- (ii) the establishment of equivalencies between the qualifications obtained through the apprenticeship system and those obtained through the full-time vocational training system;
- (iii) the extension of apprenticeship training to a wider range of occupation, particularly in the tertiary sector.

29. Furthermore, the experience of apprenticeship systems should be examined with a view to the application of the apprenticeship formula to other levels of qualification. The Commission's view is that there may be room for the adoption of an apprenticeship approach by new training areas and needs.

Access of Young Employed Persons without Training to Part-Time Training.

30. Figures are not available on the extent of day and block release outside the context of apprenticeship training in the Member States. Day release is compulsory in Germany, a minimum of 8 hrs per week for all young workers within 16-18 age group. In the Netherlands 2 days' training per week is compulsory for 16 years olds who have left full-time education. In practice only about 70 % of this age group participate, since there are no sanctions to ensure participation.

Combined Employment - Training Contracts (The Unemployed)

31. These contracts have been introduced in some Member States relatively recently as part of the group of measures to deal with youth unemployment. They embody a contract under which the employer undertakes to give employment and provide for the training of a young unemployed person for a limited period of time. In Belgium for example traineeships have been established in firms, the first six months being considered as a training period. In France short 'stages' (120 - 500 hours' training) are associated with work to assure insertion into working life and long 'stages' (500 - 2000 hours training) lead to a qualification. In 1978 almost 40,000 young persons underwent traineeships, 30 % of which were long 'stages'.

32. The Commission considers that the experience gained by the operation of these programmes should be studied, as they have a great potential as a starting point for the linking of work and training for the unemployed. In this same context of provision for the unemployed the operation of Job Creation Programmes and Recruitment Subsidies should also be studied with a view to introducing where possible greater elements of alternance. Training-employment contracts could also be used to develop and promote new types of training, especially in the tertiary sector.

Alternance and the Need of Specific Groups

33. The organisation of alternance training would seem to be particularly suitable for the substantial proportion of young persons, identified in Annex Table 1 who leave school without any qualifications and who find themselves either unemployed or in employment which does not provide any structured training opportunities. The Commission considers that it is essential that programmes be drawn up to deal with the needs of this group. There is first of all the qualitative problem of determining what kind of vocational and educational opportunities can be developed which will motivate and interest the group. Formulae based on class-room work are not likely to succeed.

The group constitutes 24% of the 16-17 year olds and 41% of the 17-18 year olds on the labour market, i.e. 2 1/2 million young persons in the 16-18 age group alone.

34. The Commission considers that measures should be taken to:

- (i) introduce legislation or to encourage collective agreements to allow part-time release from employment for young people between 16 and 18 years for the purpose of vocational training and education;
- (ii) introduce financial incentives to encourage people in this age group to participate in training and education programmes;
- (iii) develop and introduce part-time training programmes geared to the needs of the 16 - 18 age group. These programmes could draw on existing experiences with apprenticeships, day-release and employment-training contracts.

35. The participation rate for these measures should be carefully studied. As a complementary measure provision could be made for an older age group who having left school at 16 have received no further training or qualifications and who now are motivated enough to want to acquire training.

Often the phenomenon of an initial rejection of training because of dissatisfaction with the education system has been followed by a later return to the training system at a more mature age.

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V. PROPOSALS FOR THE DEVELOPMENT OF LINKED WORK AND TRAINING SCHEMES FOR YOUNG PEOPLE IN THE COMMUNITY

36. Since the worsening of the employment situation in 1973 the Community has taken action in a number of related areas intended to improve the employment opportunities for young people. In July 1975 the Council decided (1) to make available grants from the European Social Fund for the training of young people. In December 1976 the Council and Ministers of Education adopted an action programme⁽²⁾ including a series of pilot studies on transition from school to work. In July 1977 the Commission issued a Recommendation (3) on the Vocational Preparation of Young People who are unemployed or threatened by unemployment. In November 1978 the Council decided (4) to enlarge the scope of the European Social Fund by making available grants for the support of national schemes to subsidize the recruitment of young people and schemes of job creation.

37. The Commission believes that there should be a further initiative at Community level to develop alternance training. The area is an important one, both in terms of its suitability for certain categories of young persons and its significance for the future development of training systems. It believes that a contribution can be made at a Community level by:

(i) A Resolution of the Council expressing commitment to the development of alternance and establishing objectives at both Member State and Community level. This Resolution could incorporate elements of the guidelines already discussed (paras. 11 - 19) and provide the basis for concerted actions and the exchange of information and experience. (See Annex I).

(ii) An examination of the aid which the European Social Fund could give to the development of alternance systems in the Member-States.

(1) Council Decision 22 July 1975 OJ L 199

(2) Supplement 12/76 Bull. E.C.

(3) OJ L 180

(4) OJ L 361/3.

38. In the European Social Fund, the Community possesses an operational instrument enabling it to use its own funds to support Community action in the field of alternance training.

Alternance training is already being backed by the Fund in the form of the aid it gives to Member States to finance activities on behalf of certain categories of persons. With regard to young persons in particular, aid is given in two forms : aid to vocational training and aids to recruitment and employment which entered into force on 1 January 1979.

39. In order to follow up the action advocated in this Communication, fresh impetus should be given to the development of alternance training in the context of the Fund. Pending whatever conclusions are drawn from the discussion of this Communication by the various Community bodies, it is already possible to determine three lines of action.

40. a) The Commission proposes first to improve certain selection criteria adopted in the "Guidelines for the management of the Social Fund" in such a way that, whilst the Regulation itself will not be affected, certain operations introducing alternance training will be given priority assistance by the Fund. Any amendment of the guidelines must initially be aimed at the measures relating to young persons laid down in Council Decision no. 75/459/EEC ("Young Persons") (1). In so doing, the Commission will be taking account of the approach adopted in this Communication which, in particular recommends seeking, through alternance training, fresh methods of providing training for young people who have insufficient qualifications and frequently no motivation towards any particular vocational training.

The guidelines will be amended within the framework of the annual revision of guidelines provided for the Fund Regulations. Because of the deadlines set for the submission of applications for assistance, the amendment could apply only to applications concerning operations to be implemented in 1981.

As the emphasis that will be placed on alternance training in the course of guidance will not in principle directly affect the budget, the budgetary balance between appropriations available for training measures and those allocated for new aids to recruitment and employment will not be affected.

41. b) Second, a more flexible interpretation will have to be given to the Council Decision on "Young Persons" which reserves Fund assistance for young persons who are unemployed and "seeking their first employment". In practice, this priority tends to be assigned to all assistance granted under that Decision.

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(1) OJ no. L 199, 30 July 1975, page 36.

Thus, large groups of young persons for whom alternance training would be particularly useful and beneficial are excluded ; more especially, these include young persons without qualifications who, having found employment for a certain time, are thrown back on to the labour market. Most of them, owing to their lack of training, seldom have a greater chance of obtaining a relatively steady job than young, untrained persons seeking a first job.

If it were possible to modify the exclusive nature of the present priority ratings by amending the guidelines, the Commission would not rule out the possibility of proposing an amendment to the "Young Persons" Decision itself so that Community aid could also be given to the young unemployed in search of employment, but not their first employment.

42. c) The third line of action consists in going beyond the usual type of action in order to experiment with more direct ways of speeding up the implementation of the new methods. In certain countries or regions recent legislation encourages the setting-up of alternance training, but for all that, there are neither the capacities nor the structures capable of giving a broader basis to operations founded on the principles advocated by such legislation. In countries where alternance training has existed for a number of years, there may well be a need to renew or extend the system. By means of more specific action focused on a well-defined, small area and hedged with the necessary guarantees as to method, the Social Fund could usefully generate or encourage experiments aimed at a systematic investigation of the best method of switching to alternance training or of improving it. The experiments would, by demonstration, prepare the way for the dissemination of a method, adapted to specific national, regional or sectoral contexts.

If these demonstration projects are to have any real impact, they will have to be carried out on a sufficiently large scale and cannot therefore be confined to the usual Social Fund studies and pilot schemes which "involve not more than 30 jobs" (2). It is necessary to consider how to move beyond these limits, in particular by using and, if need be, adapting, the framework for action defined in the Council Decision (Young Persons).

43. The Commission hopes that the lines of action sketched out above will be discussed in detail by the Community institutions. It is prepared to take the necessary steps to implement them and, where appropriate, to submit the requisite proposals.

(2) See Regulation (EEC) no. 2396/71
OJ no. L 249, 10 November 1971, p. 54.

DRAFT RESOLUTION OF THE COUNCIL ON LINKING WORK AND TRAINING

THE COUNCIL OF MINISTERS OF EMPLOYMENT AND SOCIAL AFFAIRS,

considering the employment outlook for young persons who currently constitute a high proportion of the total unemployed and the high proportion of young persons who enter the labour market without any vocational training,

considering that it is advisable to reduce the gaps between school education and the demands of adult life and to encourage more flexible forms of transition from school to working life by promoting the development of vocational training offering young persons whether employed or not, better chances to cope with economic changes,

considering the declaration concerning alternance of the European Council of March 1979 and the conclusions of the Council of the Ministers of Employment and Social Affairs of May 1979,

considering that it is therefore necessary to adapt the vocational training system and that this adaptation can be especially encouraged by developing the linking of work and training, this is the insertion, during the period of transition to working life, of phases of at least six months, during which the young person is able to combine training with practical work experience,

considering that the linking of work and training is especially appropriate in three kinds of situations :

- young persons undergoing apprenticeships or training courses
- young job seekers benefitting from special measures such as work-training contracts
- young persons in employment without any vocational training,

takes note of the Communication of the Commission

considers that the linking of work and training should be developed in member countries with the support of the Community according to the following guidelines :

I. Action in the Member-States

(I) As concerns the content and the concept of alternance :

Member countries will encourage the development of effective links between training and experience gained at the work place. This linking implies on the one hand the establishment of coordinated programmes and on the other of structures allowing a close cooperation between those responsible at the work place (employers and unions) and those responsible for training (public authorities, chambers of commerce etc...)

Programmes should be drawn up, on a modular basis to ensure gradual progress. They shall take account of the need to offer a training base broad enough to meet the demands of technical developments and of future changes in the work of the trainees; they should be planned in relation to the particular characteristics of the category of young persons aimed at. A special effort should be made to develop apprenticeships or training formulae for jobs in the tertiary sector.

In the case of the apprenticeships and of training - employment contracts, at least one-fifth of the overall training - employment programme should, in principle, be given up to training outside the work-place.

(2) As concerns the control and the recognition of training

The training programmes should be approved and evaluated by the authorities responsible for vocational training. The levels of competence achieved should be recognised by certificates and facilitate access to further training.

These authorities should also ensure that equivalences are established between the certificates obtained through the different forms of alternance training and those obtained through full-time training in order to promote transfer between the different branches of training.

(3) As concerns remuneration and financial support

Member States will see to it that the remuneration or allowances associated with the different systems of linked work and training should be established at appropriate levels, especially in relation to unemployment benefits and minimum wage standards (whether legally determined or by collective agreement) and should provide effective financial encouragement in order to permit young persons - especially those employed but without any training - to participate in recognised training programmes.

The financial costs resulting from the implementation of linked work and training should be decided between the enterprise and the collectivity according to the arrangements made in each member state.

(4) As concerns the status and working conditions of trainees

Minimum standards should be defined for the different systems : of linked work and training either in the framework of collective agreements or by the public authorities after consultation with representatives of employers, workers and training bodies.

In the case of employment-training contracts member states should as needed make the necessary arrangements so that the changes resulting from the social security payments do not result in an undue penalisation of the enterprise where they are working.

For employed young persons without any training member states will favour the implementation of legislation or of collective agreements which will allow these young persons to have training leave.

II. As regards Community support

The Council considers that in order to facilitate the implementation of this Resolution the following actions should be undertaken:

- It invites the Commission to submit proposals on the use of the European Social Fund to aid the efforts of Member States to develop linked work and training systems during the period of insertion into working life.
- It invites the authorities responsible for the implementation of this Resolution to establish cooperation in order to encourage the exchange of experience and to help to resolve the issues raised by the Resolution.
- It invites the Commission to follow the progress made in implementing this Resolution and shall draw up a report during 1981.

Table 1: Activities of the 16 - 18 Age Group (1978)

Country		Number of Young People 000's	Full-Time Education or Training %	Part-Time Education or Training %	No Education or Training %
B	16-17	160	78	3	19
	17-18	160	64	6	30
DK	16-17	75	48	20	32
	17-18	75	29	13	58
D	16-17	1.000	50	35	15
	17-18	970	33	46	21
F	16-17	855	75	10	15
	17-18	845	54	6	40
IRL	16-17	60	60	9	31
	17-18	60	29	4	67
I	16-17	880	55	11	34
	17-18	880	40	9	51
L	16-17	5	50	29	21
	17-18	5	37	19	44
NL	16-17	245	84	6	10
	17-18	240	64	13	23
UK	16-17	900	60	7	33
	17-18	875	32	12	56
EUR 9	16-17	4.180	61	15	24
	17-18	4.110	41	18	41

Source:

Estimates made by the European Centre for the Development of Vocational Training. (1975).

DURATION OF UNEMPLOYMENT BY AGE GROUPS

Member State Date	Age Group	up to 3 months %	3-6 months %	6-12 months %	over 12 months %
Belgique 6/78	< 25	22.9	14.4	25.4	37.3
	25-50	15.1	10.0	15.8	59.1
	50+	8.7	6.7	12.5	72.1
	All	16.5	10.9	18.2	54.4
Deutschland 9/78	< 25	58.8	17.6	15.6	8.0
	25-50	38.6	18.7	22.1	20.6
	50+	21.4	15.9	26.3	36.4
	All	40.8	17.8	21.1	20.3
France 12/78	< 25	47.7	30.0	12.6	9.7
	25-50	39.1	20.7	20.2	20.0
	50+	22.0	14.0	21.0	43.0
	All	40.1	23.7	17.0	19.2
Nederland 11/78	< 25	50.0	24.9	12.1	13.0
	25-50	38.1	16.6	16.4	28.9
	50+	21.3	10.4	15.8	52.5
	All	41.6	19.7	14.4	24.3
United Kingdom 7/78	< 25	66.7	13.3	11.6	8.4
	25-50	36.5	17.9	19.5	26.1
	50+	22.5	13.7	20.3	43.5
	All	47.2	15.0	16.1	21.7

Source: National Statistical Offices