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ABSTRACT

This report synthesizes findings of a survey of vocational training measures for women in the nine countries of the Western European community. In the first section, some basic figures are presented on numbers of innovative measures, proportion of women gainfully employed, distribution of employed women among economic sectors, and persons undergoing vocational training according to sex. Section B is a comparative analysis of the reports on innovative vocational training measures in West Germany, France, and the United Kingdom. It specifically features measures covered in the survey (initiative, implementation and control, financing, socioeconomic context), objectives of the measures (types of program, occupations for which training is given and final qualifications, innovation, relationship to the labor market), context of the measures (differences between normal training and measures surveyed; course of training, content, and methods; supporting measures; training personnel), and evaluation (number of trainees, assessment of measures by participants and institutions/persons involved). The reports on innovative measures in Belgium, Denmark, Ireland, Italy, Luxembourg, and the Netherlands are surveyed in section C. The final section makes conclusions regarding commonalities in the initiatives, participants' problems in innovative vocational education, and the role of equal rights commissions in initiatives. (YLB)

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and Voca

A Survey

CEDEFOP

Synthesis report established by Suzanne Seeland
for the European Centre for the Development of Vocational Training (CEDEFOP) on the basis of a survey conducted in the Member States of the European Communities, Berlin 1980.

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The European Centre for the Development of Vocational Training (CEDEFOP) assists the Commission of the European Communities in the development of initial and continuing vocational training. It also acts as a European forum for institutions and experts concerned with vocational training, enabling them to exchange ideas and experience and harmonize conceptual and practical initiatives.

Since commencing its operational activities in 1976, vocational guidance and training of girls and women has been a priority area. In accordance with the line of action adopted by the Commission and the views expressed by the social partners, the Centre organized a conference in September 1977 on the subject of „Equal Opportunities and Vocational Training". The participants from all the Member States of the European Community expressed concern at the decline in the number of women in employment and requested that CEDEFOP should develop an action programme designed to ensure that the established legal principle of equal opportunities for men and women in employment are observed in practice.

In pursuance of this aim, the Centre conducted a documentary survey on pilot projects financed by the European Social Fund and implemented in the individual Member States. In this initial phase, attention focused on the collection and documentation of information on training programmes designed to achieve a greater occupational choice and grant access to those jobs and trades in which women are traditionally underrepresented.

In 1980, the Centre published the results of this survey. Reports were drawn up on each Member State, in many cases with the assistance of a national institution. With the present synthesis report, which is available in six Community languages, the Centre intends to encourage the exchange of ideas and experience across the national frontiers and hopes to stimulate new initiatives in the vocational preparation and training of women.

CEDEFOP
Berlin, May 1981

Maria Pierret, Project Coordinator

CONTENTS

Introduction

The vocational orientation and training of women and young girls has been one of the focal points of the work of the European Centre for the Development of Vocational Training (CEDEFOP) since its inception. In September 1979 CEDEFOP arranged a seminar in Berlin on the subject of "Equal Opportunities and Vocational Training", which provided an opportunity for an international exchange of experience in this field. Having regard to the increase in female unemployment the participants at the Seminar, who included representatives of the social partners and the governments of the Member States, demanded on that occasion that CEDEFOP take concrete steps to promote existing measures and acquired experience in the countries of the European Community which contribute towards a change of attitude towards women in society generally and in the world of work in particular.

The Centre responded to this demand, since it corresponds precisely to CEDEFOP's coordinating and initiating role with regard to vocational training in Europe. CEDEFOP therefore commissioned reports on vocational training measures for women which have an innovatory aspect in the nine countries of the Community, the criteria for the surveys having been already laid down in a working group comprising representatives of the social partners, the national governments, the EC Commission and CEDEFOP. One of the main criteria is the relationship of the programme studied to the labour market. The innovative nature of the measures should be expressed, above all, in the endeavour to give women better opportunities to enter the labour market and gain promotion through vocational training and further training. For instance, the range of openings available to women and girls making their occupational choice could be widened by offering them training in traditional men's jobs too. The long-term objective should be a more equitable division of family, occupational and social tasks between men and women.

The submission of the Member States' reports at the end of 1979 marked the completion of the first of the concrete steps demanded by the Seminar. Their collation in the form of a comparative analysis leads to a further step, namely the wide dissemination of the results to promote the transferability of the measures within Europe and a change of attitude throughout society with regard to the roles of the sexes.

Regarding the comparative analysis of the individual reports on innovative vocational measures in Belgium, the Federal Republic of Germany, Denmark, France, Ireland, Italy, Luxemburg, the Netherlands and the United Kingdom, it must be said at the outset that their comparability is limited. Not only do the vocational training systems in the nine countries differ considerably, but the facts recorded are, at times, very difficult to compare. In describing many of the initiatives, reference is expressly made to the fact that the assessment can only be an initial appraisal as the schemes have not

yet been running long enough or the evaluation of the programmes is not yet complete. Many of them, especially in Belgium, Denmark, Ireland, Italy, Luxemburg and the Netherlands do not correspond in every respect to the criteria laid down for the survey by CEDEFOP. Nevertheless they have, as a rule, the same ultimate effect as those programmes specifically sought for the survey. They open new occupational paths for women which had hitherto been closed to them; they qualify women for work entailing greater responsibility and leading to supervisory/managerial functions, or they appeal to a group of women who would not normally form part of the working population.

Thus the extension and flexible handling of the criteria laid down by CEDEFOP do restrict the comparability of some of the measures we shall be looking at; but this does give us an overall view of the situation with regard to vocational training opportunities open to women – opportunities which are, in the widest sense, innovatory or have innovative effects. For this reason the structural pattern of the first part of this report, which was strongly oriented to comparability, was not adhered to in the second part. Rather was an attempt made to show what the situation is in the individual Member States of the European Community and where the emphasis lies in the various actions described.

Taken on their own the results of the surveys made in the nine countries are quite impressive, but if one sets the number of women who actually have an opportunity to participate in such innovative measures and undergo initial or further training against the total number of working women, the unemployment figures or the number of female school-leavers the realtionship is depressing. It demonstrates the importance of the transferability of the measures and their effect as an initiating factor as far as regular training is concerned.

Numbers of innovatory measures

Belgium	33
Federal Republic of Germany	36
Denmark	10
France	10
Ireland	8
Italy	8
Luxemburg	2
Netherlands	5
United Kingdom	8
	+ 6[0]
Europe of the Nine	126

The 130 million women who live in the countries of the European Community represent 51.6 % of the total population. With the exception of Ireland (49.9 %) women form over half the population in each country (from 50.2 % in the Netherlands to 52.3 % in the Federal Republic). The proportion of women in the total working population ranges from over 40 % in Denmark to a mere 24.3 % in the Netherlands.

Proportion of women in the total number of gainfully active persons 1978[1]

Belgium	34.4 %
Federal Republic of Germany	37.9 %
Denmark	41.9 %
France	38.0 %
Ireland	26.6 %
Italy	28.1 %
Luxemburg	28.4 %[2]
Netherlands	24.3 %[2]
United Kingdom	39.6 %
Europe of the Nine	36.3 %

Taking the average throughout Europe, the figures for 1972–1978 show a slight but steady increase in the proportion of women among the gainfully employed (1972: 34.5 %; 1978: 36.3 %)[2]. It is noticeable that, especially over the last few years, the percentage of married women among the female workers has been rising steadily; today nearly two out of three gainfully employed women in the countries of the EC are married[3].

The following table shows how the gainfully employed women are distributed among the major economic sectors:[4]

	Agriculture	*Industry*	*Services sector*
Belgium	3.8 %	26.8 %	69.3 %
Federal Republic of Germany	8.8 %	30.9 %	60.3 %
Denmark	4.0 %	17.5 %	78.5 %
France	8.8 %	25.1 %	66.2 %
Ireland	7.8 %	25.7 %	66.5 %
Italy	14.5 %	33.9 %	51.7 %
Luxemburg	8.7 %	13.7 %	77.6 %
Netherlands	1.7 %	17.2 %	81.1 %
United Kingdom	1.1 %	27.3 %	71.6 %
Europe of the Nine	7.1 %	28.1 %	64.8 %

The structure of women's employment is governed by the degree of industrialisation and the level of social progress in a particular country. In the northern countries the number of women employed in agriculture has fallen in recent years, with a corresponding increase in the services sector. Only in the field of industry and the crafts do we find that women do not exceed one third of the work force in any EC country. The developments in female unemployment must also be viewed against this background.

At the end of June 1978, 5.6 million persons were registered as unemployed in the European Community. The rate for women was 6.3 % and rising while the figure for men was 4.7 %. The reasons given in the various countries for the higher rate of unemployment among women range from "cyclically and structurally induced" (Federal Republic, Belgium) to "a generally unsatisfactory employment structure" (Ireland). In this connection, too, the lower level or lack of vocational training among women is constantly given as a reason for their being particularly affected or threatened by unemployment. Nevertheless, it must be remembered that female unemployment is, in fact, cyclically and structurally conditioned. Women happen to be employed mainly in the more vulnerable sectors of the economy. They are losing their jobs in the ailing

Unemployment rates

Registered unemployed as percentage of the total labour force[6]

	1972	1973	1974	1975	1976	1977	1978	
Males and females				%				Hommes et femmes
EUR 9	2,7	2,5	2,9	4,3	4,9	5,3	5,6	EUR 9
BR Deutschland	0,9	1,0	2,2	4,2	4,1	4,0	3,9	BR Deutschland
France	1,8	1,8	2,3	3,9	4,3	4,9	5,3	France
Italia	5,2	5,0	4,9	5,3	5,6	6,4	7,1	Italia
Nederland	2,3	2,3	2,8	4,0	4,3	4,1	4,1	Nederland
Belgique / België	2,8	2,9	3,2	5,3	6,8	7,8	8,4	Belgique / België
Luxembourg	0,0	0,0	0,0	0,2	0,3	0,5	0,8	Luxembourg
United Kingdom	3,5	2,5	2,4	3,8	5,3	5,7	5,7	United Kingdom
Ireland	6,5	6,0	6,3	8,7	9,8	9,6	8,9	Ireland
Danmark	1,2	0,7	2,0	4,6	4,7	5,8	6,7	Danmark
Males								Hommes
EUR 9	3,0*	2,5*	2,9*	4,3*	4,7*	5,0*	5,0*	EUR 9
BR Deutschland	0,8	0,9	2,0	3,9	3,6	3,3	3,1	BR Deutschland
France	1,6	1,4	1,7	3,2	3,3	3,7	4,1	France
Italia	4,9	4,7	4,4	4,8	5,1	5,8	6,2	Italia
Nederland	2,6	2,5	3,0	4,4	4,5	4,1	3,8	Nederland
Belgique / België	2,5	2,3	2,3	3,9	4,5	4,9	5,3	Belgique / België
Luxembourg	:	0,0*	0,0*	0,2*	0,3*	0,5*	0,6*	Luxembourg
United Kingdom	4,6	3,3	3,3	4,9	6,4	6,7	6,5	United Kingdom
Ireland	7,2*	6,7*	7,0*	9,7*	11,0*	10,8*	9,9*	Ireland
Danmark	1,7	1,0	2,5	5,6	5,1	5,8	6,4	Danmark
Females								Femmes
EUR 9	2,4*	2,3*	2,9*	4,4*	5,2*	6,0*	6,4*	EUR 9
BR Deutschland	1,1	1,3	2,6	4,6	5,1	5,2	5,1	BR Deutschland
France	2,3	2,5	3,2	5,0	5,9	6,7	7,1	France
Italia	5,9	5,7	5,8	6,5	6,7	7,8	9,1	Italia
Nederland	1,3	1,6	2,1	3,1	3,6	4,2	4,6	Nederland
Belgique / België	3,4	4,1	4,9	7,9	10,8	12,7	13,7	Belgique / België
Luxembourg	:	0,1*	0,1*	0,2*	0,4*	0,8*	1,1*	Luxembourg
United Kingdom	1,6	1,1	1,1	2,1	3,4	4,1	4,3	United Kingdom
Ireland	4,5*	4,0*	4,3*	6,2*	6,7*	6,8*	6,4*	Ireland
Danmark	0,6	0,4	1,2	3,2	4,2	5,7	6,8	Danmark

: figure not available

* figure estimated by Eurostat

textile and leather industries. In the services sector they are being "rationalised away". Other factors that must be borne in mind when considering female unemployment are part-time work, 90 % of which is done by women, their own limited wishes with regard to their occupation, and their lack of mobility. All these are attributable to the fact that women have to bear the major part of the domestic burden.[5] This must be the starting point for vocational training measures. It is here that the supporting measures must be directed.

The percentages given in the section on unemployment have been calculated by the EC. Since there are several methods of calculating unemployment the national figures do not necessarily tally with those of the EC.

The main shortcoming of official statistics is that they do not show the real number of unemployed females but only those registered for work at employment offices. In some countries married women cease to be eligible for unemployment benefit after they have been out of work for six months, after which they are no longer shown in the unemployment statistics. Nor are school or university leavers shown as applicants for employment.

For the most part they help the mother at home. And lastly, we must also take into account those women who wish to resume (paid) work after having devoted themselves exclusively to their families for many years but who, because of lack of opportunity for employment, retraining or further training and the absence of an appropriate social infrastructure, cannot realise these aims.[7]

Although it can be seen that in recent years a larger proportion of girls have been acquiring school-leaving certificates, women as a whole continue to be under-represented in both vocational training and further training.

Persons undergoing vocational training according to sex 1975[8] (Age: 14–65 years)

	Total in %	*Basic training in %*	*Additional training in %*	
Belgium	74,6	70,2	76,3	M
	25,3	29,7	23,7	F
Federal Republic of Germany	64,2	61,4	70,5	M
	35,7	38,5	29,4	F
Denmark	65,5	67,1	47,7	M
	34,4	32,8	52,2	F
France	67,2	71,7	66,0	M
	32,8	28,3	34,0	F
Ireland	70,9	71,6	69,9	M
	29,1	28,4	30,0	F
Italy	63,0	58,3	66,7	M
	36,9	41,6	33,3	F
Luxemburg	73,2	73,4	72,9	M
	26,8	26,6	27,0	F
Netherlands	71,1	68,9	72,1	M
	28,8	31,0	27,8	F
United Kingdom	70,0	77,3	59,6	M
	29,9	22,6	40,3	F
Europe of the Nine	67,2	67,8	66,6	M
	32,8	32,2	33,4	F

1. Initiative

During recent years a series of measures for the vocational training of women have been introduced in the countries of the European Community. These are intended to contribute towards achieving equal opportunity in the labour market, an objective which is being given priority not only by women themselves but also by the governments of the Member States, the two sides of industry and the Commission of the European Communities.

In every country the initiatives for such measures, which cover occupational orientation, initial training, retraining, further training, reintegration and occupational advancement came from a number of institutions and groups.

In the Federal Republic of Germany it was mainly the state institutions that took the initiative, in particular the Federal Ministry of Education and Science, the Federal Ministry of Youth, Family and Health, the governments of the individual federal Länder and the labour authorities at both federal and Land level. But individual training firms, the training institutions within industry and the chambers of industry and commerce also gave an impetus to these measures, as did the German Trade Union Federation and its Länder organizations, the individual unions and their further training institutions. Adult education institutions, women's organizations and the foundations of the main political parties also played their part.

In France the training situation is characterized by unrestricted competition between the various providers. Likewise, the institutions which launched the pilot projects differ considerably, ranging from the chambers (crafts, industry and commerce, agriculture) and institutions responsible to various ministries to publicly-run schools and private associations and institutions.

Of the ten projects covered, only one had been initiated by an individual firm, which entrusted the training of its female workers to an external training establishment. The measure was financed from the levy payable by every firm for the further training of its employees, and the works council was consulted beforehand.

In France, ultimate responsibility for the progress and monitoring of the measures rests with bodies which are answerable to the state for both the financial and pedagogic aspects, in so far as a corresponding agreement (contractually defined financial aid) exists. In addition, autonomous projects such as those initiated by the "Retravailler" organization, show that such bodies are quite capable of giving a trend-setting impetus.

In the United Kingdom the Industrial Training Boards (ITBs)[9] in the various branches of industry have initiated schemes to provide vocational training for women in which the Manpower Services Commission (MSC)[10] was frequently involved. Within the

National Health Service there were regional schemes which were duly copied elsewhere. Of particular interest are those initiatives resulting from the concern felt by citizens themselves. The British study gives details of both a self-help project in the field of social work and a community project catering for Asian women immigrants.

2. Implementation and control

In the Federal Republic of Germany, innovative vocational training measures for women and girls are put into effect, for the most part, in individual firms – not only in small and medium-sized undertakings but also in the large concerns. In some cases, too, provider organizations were formed solely for the implementation of pilot schemes, so that trainees from several firms could be dealt with as one unit. Other programmes are organized at vocational training centres by employers, the trade unions, the Federal Government and the Länder and, in some instances, at adult education centres. In future, public undertakings like the Federal Railways and the Federal Post Office will also be called upon, more than hitherto, to implement similar measures.

Where the government finances a measure it also exercises control. In a sense this can be said to exist already in the shape of the guidelines for the programme. For most of the measures, responsibility for control rests with the Bundesinstitut für Berufsbildung (Federal Institute for Vocational Training)[11] and to a lesser extent it is a matter of cooperation with the provider organizations or with scientific institutions at Land level.

We find that in the United Kingdom most initiators are also responsible for the implementation of the schemes, giving them internal control. The initiating Industrial Training Boards (ITBs) often implement programmes in collaboration with the Manpower Services Commission (MSC) and this also applies to control. Only in a few cases have individual firms assumed responsibility for implementation. In one instance the MSC assumed sole responsibility for a programme initiated by an ITB and incorporated it as a regular feature of its opportunities programme for the young unemployed. In another case a special supervisory body appointed within the framework of an ITB was responsible for controlling a measure, with representatives of the trade unions, the employers and the education authorities working together. The women social workers' self-help project is run almost entirely by honorary staff drawn from its own members. In the case of the community project the MSC, while prepared to finance the scheme, called on the organizers to set up their own implementation and control machinery. In the National Health Service, the Regional Health Authority from which the incentive came was also the venue of implementation, control being exercises internally by the appropriate organs.

3. Financing

In the Federal Republic of Germany the mode of financing varies according to the type of training. Initial training measures carried out country-wide within the framework of the Federal Ministry of Education and Science's pilot scheme programme are promoted by that ministry to the extent of 75 % of the additional costs arising from them. The remaining costs, plus the training remuneration for the apprentices, are paid by the training firms. In the case of the regional measures initiated by various Federal Länder there are single grants for firms as well as subsidies for the duration of training.

When it comes to retraining and reintegration programmes the pormoting institution is the Federal Institute of Labour, pursuant to the Labour Promotion Act, and it pays the trainees a "maintenance" allowance. Implementation costs, like those of any supporting measures (socio-pedagogic care of women, care of children etc.) are borne by the individual Länder, the Ministry of Family, Youth and Health and the further training organization of the German Trade Union Federation.

In France the methods of financing are many and varied. It often happens that a project is financed from several "purses",[12] such as the fund for vocational training and social advancement (Fonds de la formation professionnelle et de la promotion sociale), the Ministry of Labour's employment promotion fund (Fonds national de l'emploi), and one of the training insurance funds (Fonds d'Assurance Formation).[13] In one instance a firm financed its own scheme by using the further training levy (1.1 % of the total payroll) in its own undertaking.[14] Here one notices that the European Social Fund plays an increasingly important role in the financing of such programmes.

In the United Kingdom the schemes implemented by the Industrial Training Boards are, as a rule, also financed by them, the money coming from the vocational training levy paid by firms and Department of Employment grants. Government projects are financed by the MSC. In one case (community project) the MSC proposes to provide initial funds in the hope that the project will, in due course, become self-supporting. The self-help project is entirely dependent upon members' contributions. In the UK, too, the European Social Fund helps finance vocational training measures for women.

4. Socio-economic context

The context is which these measures came about is much the same in each country. In vocational training everywhere, women are in a minority: they choose the easier courses of training, which give them less valuable qualifications and little prospect of advancement. Everywhere they concentrate on "typical women's jobs", mostly in the services sector, and they are universally more threatened or affected by unemployment.

In the Federal Republic of Germany, France and the United Kingdom women form roughly the same percentage of the total labour force: 37.9 % in the Federal Republic, 38 % in France and 39.6 % in the United Kingdom. In the FRG the unemployment rate for women (4.8 %) is nearly twice that of the men (2.6 %). In France a comparison reveals similar levels: 4.1 % for men as against 7.1 % for women. Only in the UK do we find a lower unemployment rate among women, with 4.3 % against the men's 6.5 %.[15]

The vocational training programmes in the UK, France and Germany which were covered in this study are, to a large extent, aimed at improving girls' prospects at the time the occupational choice is made by offering them an increased range of skilled jobs to choose from (including those traditionally regarded as men's jobs). Another feature, common to all the countries, is the belated training of women who have already entered working life without any kind of qualification and the creation of opportunities for women to enter the hitherto almost exclusively male preserve of the managerial world. There is also a need, in every country, for training places and jobs for women who are eager to return to work after an interval spent caring for their families.

In the Federal Republic of Germany, of all the types of promotion relating to equality of opportunity for women in the labour market, the programme for opening up new occupational paths for girls is the one that has met with the greatest response. No doubt the shortage of technicians, craftsmen and skilled industrial workers which already exists, or is anticipated in the Eighties, is also a reason why girls have recently begun to be trained in these traditionally male occupations.

In France, the projects surveyed show that local initiatives are launched as a response to nation-wide problems and geared to local needs. A survey carried out by the Ministry of Education among girls aged between 14 and 16 showed that the majority of these were interested in only three occupations (hairdresser, nurse, teacher); the ministry therefore published a booklet entitled "Why do most girls consider only three occupations?", aimed at inducing girls to widen their occupational horizons.

One local crafts chamber wanted to go even further and conducted an information campaign directed at the girls, their parents and teachers, and future trainers. It was not only a matter of opening up new occupational paths for girls but also of recruiting qualified workers for small and medium-sized firms in the chamber's catchment area which are short of skilled labour. This kind of "channelling" can, for example, prevent the migration of young girls from rural areas to the towns.

Something which emerges only in the French study is the uncertain and ill-defined position of wives working in family undertakings. Although management training is provided by the craft chambers, in one region the wives of craftsmen and retailers

wanted to draw up their own programme, with a trainer of their choice. The considered that "their" programme was better tailored to their problems than those provided by the local crafts chamber.

One fact which, according to the survey, has led to concrete action only in the UK, is that there is wastage of manpower and acquired knowledge. There much thought has been given to how women, during the period when their domestic commitments are particularly heavy, can keep their qualifications up to date, how they could continue to work, given flexible part-time schedules, and how the latter could also enable them to acquire further qualifications.

1. Types of programme

The vast majority of current vocational training measures for women in the Federal Republic of Germany, or those about to begin, are concerned with the initial training of young girls. Then there are programmes for enabling unskilled or semi-skilled unemployed women to undergo vocational training and for the retraining and reintegration of women who are not in employment. Lastly, there are a small number of schemes in Germany for the reintegration of women returning to work after an interval. These embrace orientation and self-identification programmes coupled with opportunities for compensatory education, both general and occupation-linked, and precede the actual training or retraining (preliminary phase and main phase).

The French part of the study does not present a large number of training measures of the same type. We find, first of all, an orientation programme, pure and simple, and then come two other courses both of which begin with an orientation phase preceded by a sensitizing phase, which can be described as a self-identification stage during which women discover their needs and become aware of their potential; then comes initial training or retraining for a job not normally done by women. Descriptions are also given of two reintegration measures and a programme which serves the occupational advancement of women by enabling them to acquire qualifications.

In the UK, too, the initiatives are more or less equally divided between the various types of training. There are vocational promotion measures to sensitize, orientate and motivate, which are coupled with compensatory educational opportunities, then come initial training, retraining and further training programmes and measures for reintegration, or to facilitate belated entry, into working life. And, last but not least, projects to promote vocational advancement. As in France, there are programmes which embrace both the preliminary phase and the actual training or retraining.

2. Occupations for which training is given and final qualifications

In the Federal Republic of Germany, all the initiatives for the initial training of young women are in the technical, craft and skilled industrial occupations, which account for over one half of all apprenticeships. Until recently, nine-tenths of them were occupied by young men. In the field of metal work the main occupations being opened up to girls are in precision fitting, metal-cutting, motor vehicle and installation work. All the existing skilled occupations in electrical engineering are now open to them.

The programmes for the vocational training or reintegration of unemployed women likewise take in metal work and electrical engineering but they also include service and craft occupations where few women are found, such as cook or gardener.

The qualifications aimed at by girls undergoing training under the pilot scheme is the skilled industrial worker's certificate of proficiency or that of a journeywoman, and this also applies to women covered by the reintegration measures. In programmes designed solely to foster motivation there is no specific qualification at the end of the course.

In France, those measures intended solely for orientation – they exist as such or as preliminary phases in training and retraining – aim at making it clear to young girls and women who hope to take up vocational training (also to their families, teachers and potential trainers and employers) that there is no real reason why women should be confined to a few occupations, as in the past. These measures seek to interest women and girls in the so-called men's jobs and to motivate those responsible for recruiting trainees to give girls a chance.

Here, too, the traditional "men's jobs" are the technical, craft and skilled industrial occupations; in the measures studied here they are concentrated in the metal industry, electronics, the ancillary construction trades and in the sales advisory side of an expanding industry, deep freezing. In some instances the training given leads to a state diploma but very often only a certificate confirming completion of the course is awarded.

In the tertiary field the study gives prominence to an occupational reintegration course in which women graduates receive instruction in finance, accounting, general management and personnel administration. On completing training most of them have found responsible managerial positions.

When we turn to the training programme for wives working in family undertakings, whether in trade, the crafts or agriculture, the occupational area is, of course, always clearly defined. We find that the women, most of whom arrive in this kind of work through marriage, want to consolidate and expand the knowledge they have gained in the day-to-day running of the business so that they may increase their efficiency and be able to take over managerial functions. The wives of craftsmen and shopkeepers acquire no specific qualifications as a result of their training but they are taught finance and accounting and business management. Nor do the farming wives receive any kind of diploma or certificate at the end of the "Introduction to Agriculture" course; nevertheless, participation in the programme gives them the right to attend a further course where they can obtain the certificate for "Economie et Gestion de l'Exploitation du Brevet Professionel Agricole (BPA)", the first stage of graduated vocational training in agriculture.

In the UK, too, the opening up of technical, craft and skilled industrial occupations to women and girls is being given great importance. In some of the schemes studied the girls qualify as junior operators (semi-skilled engineering workers with a relatively

narrow range of activities); another programme offers the first stage of training as engineering technicians and at the end of this two-year period the girls can obtain the Certificate of the Technical Education Council (TEC). After a further two years' training with an employer, during which they study part-time at a college of further education, it is expected that the girls will obtain the TEC Higher Certificate. The second stage, however, does not form part of the MSC scheme. The further training programmes surveyed in Britain are in the areas of medicine and social work. While the part-time further training of women doctors gives them no specific additional qualifications it does open the door to higher positions in hospitals and senior posts in the health service. Nor do social workers obtain any formal qualifications by participating in their further training project, rather is the group work intended to maintain and develop the skills and knowledge already acquired.

The reintegration programme is in the services sector. Women are given basic knowledge and skill for employment either in retail outlets (as sales assistants in stores) or in the wholesale side of the industry (e. g. warehouse orders and stock control). Company-specific training is given by the employer in due course. On completion of the programme the trainees do not receive any formal qualification but each of them is given a course certificate.

Two programmes recently launched in Britain are intended to promote the vocational advancement of women to management level. One is an action research project, with a management college, the MSC and individual enterprises cooperating, and the other concerns managerial functions in the chemical and allied products industry. There is a further scheme in the textile industry but this goes beyond vocational training in the strict sense of the term. The Asian women immigrants for whom this community project is being developed are to be given tuition not only in the skills required in the garment-making industry but also in the English language and business management, so that they will be able to sell their products through a women's cooperative.

3. Innovation

The innovatory feature of the majority of the vocational training measures dealt with in the Federal Republic of Germany is the opening up of new occupational paths for women and the pilot schemes "Girls in men's jobs" pursue this aim. In the Federal Republic in 1977, for every 1000 male trainees in jobs such as skilled chemical worker, turner, vertical milling machine setter-operator, maintenance fitter, moulder (steel) and control equipment installer there was only one female trainee or none at all. In other skilled occupations such as precision mechanic or winder (electrical engineering) things look a little better, with women forming 0.5 % of the total, but overall the proportion is far too low. Where women were employed in these areas they were given unskilled or semi-skilled jobs. Thus another innovatory feature of these measures is

that they are aimed at opening up qualified vocational opportunities for women in these fields.

An innovation in the programme for women who return to the labour market after an interval spent as housewives, or a period of unemployment, or for older women taking up employment for the first time, is surely the combination of this target group and the training offered to them. For the labour market this group of women, many of them without any vocational qualification or school certificates, represents the rear-guard of the female work force reserve. They are usually given jobs which have no future and offer no hope of advancement. Training them in skilled occupations with good prospects, as is being done in a few pilot schemes in the Federal Republic, is certainly a promotional novelty. There is another novel feature in the programmes for this group of women resuming work after years of domesticity; in the schemes being run at trade union further training centres efforts are being made to establish whether, and if so to what extent, qualities acquired within the household – such as organizational skill, the ability to work independently and to cope with day-to-day interpersonal situations – are of value in the working world.

In the French study the information campaign conducted by one of the crafts chambers and addressed to girl school-leavers and their immediate social circle is regarded as innovatory. Normally the French Ministry of Education has a quasi-monopoly in the matter of such informative and motivating actions when they relate to vocational training. Here it is broken by a crafts chamber which, by its action, draws the attention of the girls making their occupational choice to local opportunities in crafts which have always been regarded as men's jobs and in which, furthermore, there are good labour market prospects in the area covered by that particular chamber. The innovatory features of the vocational training measures relate not only to the more mature target group, in which the women have been out of the labour market, or unemployed, for years, but also to the so-called "masculine" jobs being offered and to training for taking over responsible supervisory jobs. Here the women being promoted are not part of the working population and encounter difficulties when it comes to being integrated into the labour market. And a programme can also certainly be regarded as innovatory when it is aimed at the occupational advancement of women. The electronics field, where we find this scheme, cannot be described as a male preserve since women not infrequently make up 50 % of the personnel in the undertakings. But the majority of them are to be found at the bottom of the pyramid. The training, which culminates in the award of the Certificat d'Aptitude Professionelle (CAP) d'Electronicien d'Equipement (electronics fitter – equipment, skilled industrial worker) at last opens the door to the upper echelons of their own or another firm for these women, some of whom have been employed as "specialist workers" (ouvrière specialisée – OS) with a particular company for 15 years.

For wives working in family undertakings the training measures are the first step along the road to a generally recognized occupational status, which is urgently needed and which could make their position secure. Under existing legislation, in the event of divorce or widowhood these women can neither claim a pension in their own right nor produce evidence of a vocational qualification that would be of value to them in the labour market.

The opening up of traditional men's jobs is an innovatory feature common to all the countries, including the United Kingdom. But there are other new features of initial training in such jobs. Some of the girls being trained as junior operators are under 18 years of age, thus an unwritten law is broken in the engineering industry, which is normally opposed to the recruitment of such young employees. Another departure from the norm in this initiative is that, over a period, various operator skills are taught, whereas such workers were formerly trained on the job to semi-skilled level for one specific activity, over a period of one to five weeks. Here implementation of the measure is in the hands of the MSC, not the employer. A final innovative feature was that, in addition to enabling the girls (all of whom had previously been unemployed) to acquire a vocational qualification, value was attached to teaching life and social skills and vitally important modes of behaviour in interpersonal relations.

Turning to the further training programmes, we find several points which must be regarded as innovatory. Under the self-help scheme run by the social workers further training is also organized for those members who are not, at present, following their occupation. Normally no provision whatsoever is made for such training for this group, the Central Council for Education and Training in Social Work being responsible only for social workers who are in employment. The self-help group even enables members of the part-time Refresher Groups to combine further training with their domestic commitments and the same is true of part-time training for women doctors. The experiment negates the widely-held preconceived notion that further training at academic level has to be full-time.

The reintegration programme is directed towards a target group which does not normally form part of the working population and to this extent it is innovative. This also operates on a part-time basis because the middle-aged women it covers will, or can, take up employment only on this condition.

The initiatives for the vocational advancement of women display the same innovative features as the corresponding measures in France. The community project for Asian women has several new aspects, certainly the most important being that here an attempt is being made to use a cooperative as a structure for providing vocational training and as an aid to self-help.

4. Relationship to the labour market

A definite, clear-cut relationship to the labour market was one of the selection criteria applied when making a survey of the vocational training measures for women in the countries of the European Community. The effectiveness of the pilot schemes in the Federal Republic of Germany as regards lasting integration into the labour market cannot yet be fully determined, since the schemes have been running for only a relatively short period. Most of them did not begin until the autumn of 1978. On the whole, however, it can be said that the opening up of new occupational paths in traditionally male areas of work means better opportunities for girls when they make their occupational choice and, later, in the labour market. The occupations offered are almost exclusively in the technical, craft and skilled industrial fields and in general they offer good prospects in the labour market and for future advancement, despite regional variations in structure. This also applies, of course, to women who, as a result of retraining, further training of reintegration measures, enter this male-dominated area where women used to be admitted only as unskilled or semi-skilled workers. Some of the firms involved guarantee to give the trainees a job if they pass the examination at the end of the course. Where this does not apply, the training firms and the labour authorities give the women assistance in finding employment.

In France the relation of the initiative to the labour market seems to be determined far more by local and regional labour requirements than is the case in the Federal Republic. In some instances labour market analyses were carried out in order to establish precisely where there is a shortage of skilled workers in a region and how this can be remedied through the training of women and girls. Before a measure was initiated, some training providers arranged sensitizing meetings with local/regional company managers, representatives of trade unions and representatives of the national employment agency (Agence Nationale de l'Emploi – ANPE) in order to discuss with them the possibilities for integrating the trainees into the local labour market. On the whole it can be seen that these explanatory and sensitizing campaigns have facilitated the entry of women into the so-called masculine occupations.

In some instances this is even proved by the figures; to quote one example, 80 % of the women trained under a scheme initiated by the Paris Chamber of Industry and Commerce found a job within six months. Prospects have also improved for those women who have completed a course of training in the automobile industry or the ancillary construction trades. Particularly advantageous, too, is a course of training in the relatively new and expanding deep freezing industry, hitherto dominated by male sales consultants even though most of the consumers are women. But it also became apparent that economic recession, lack of information among the women, the trainers and potential employers, or a pedagogic programme ill adjusted to the women's situation can jeopardize the success of the measures or, at any rate, reduce their impact.

In the UK, during the planning and implementation of the various actions, there was acute awareness of two factors, in particular, governing the relation to the labour market. The first is the long-term decline in the number of jobs due to technological advances and the (also long-term) more favourable prospects for skilled workers in the labour market. Enabling women and girls to qualify in the most varied fields and at the most varied levels is the main purpose of these measures in relation to the labour market. Only thus can one give them greater protection against economic crises and make them more able to adapt to technological change. The second factor is related to the desire of many women to work part-time as they feel this would help them to reconcile the demands of a job and family responsibilities. Some of the measures take this into consideration in that they also arrange the training programme on a part-time basis. But, in the final analysis, the programmes can be regarded as successful in their relationship to the labour market only if, at the end of them, part-time jobs are actually available for the women, as was the case in the distributive trade in Northern Ireland. Here it was established, prior to the commencement of the measure, that the firms do, in fact, require part-time workers for certain jobs.

1. Differences between normal training and the measures surveyed

The pilot schemes for initial training described in the German part of the study do not differ from normal training, both conforming with the regulations laid down in the Vocational Training Act. The retraining and reintegration programmes, on the other hand, obviously had to take a different form. Their legal basis is the Labour Promotion Act, which limits the period of retraining to two years. Thus training contents normally spread over three or three and a half years have to be condensed into two years. Nor is the division of training into orientation and main phases provided for. For those measures serving purely to orientate women returning to work after an interval a special training plan was devised which cannot be compared with other forms of vocational training.

In France not one of the initiatives covered conforms with the regular pattern of vocational training. This is already evident in the *information campaign* conducted by the Chamber of Crafts in Albi, which concentrates on manual occupations. The chamber prepared its own informative material and organized sensitizing meetings for girls, their parents and employers.

The various chambers (crafts, industry and commerce, agriculture) organize specific training measures for their target groups which differ from the customary initial training. Orientation guidance is usually given at the end of the intermediate secondary level by vocational counsellors from the information and orientation centres (Centres d'Information et d'Orientation – CIO) who are civil servants employed by the Ministry of Education.

The nearest approach to normal vocational training were the skilled industrial worker courses for obtaining the Certificat d'Aptitude Professionelle (CAP) which a firm in the electronics field organized for its employees, although these three or four year courses last one year longer than comparable courses at full-time vocational schools. Here it must be emphasised, however, that the in-firm training takes place on only one day a week, during working hours.

Training in the construction and motor vehicle branches normally takes the form of a two to three year apprenticeship at an apprentices' training centre (Centre de Formation d'Apprentis – CFA) or a technical high school (Lycée d'Enseignement Professionel – LEP). In the programme described training lasts about nine months, i. e. it is a crash course but does not lead to a formal qualification. All the measures reflect the efforts made to adapt the training courses to the needs and life situation of the participants. In the case of women with families these are usually different from those of young people or men, who have less to do with housework and the rearing of children. This is why some programmes begin cautiously with a phase in which women are

introduced to the world of work and their self-identification and self-confidence fostered. There follows a basic training phase and finally, if the measure is to culminate in a vocational qualification, a third stage, when more specialized knowledge, both theoretical and practical, is imparted. To a certain extent the introductory course is provided for all-female groups, the actual vocational training then taking place in the normal training institutions, with practical on-the-job experience. The training of farming wives and the wives of shopkeepers and craftsmen does not conform with the normal pattern in any way. In their case initial training would mean spending several years either at technical college or as an apprentice in the dual system. The women helped in drawing up the content of the training they sought and divided up the time schedules in such a way that they could combine training with their day-to-day work in the family undertaking.

In the UK, too, those organizing the schemes give priority to adjusting the courses to fit in with the domestic commitments of the trainees. This means, for instance, that the courses can take place in the evenings and that division of the content into many part-time units means it takes longer than usual to acquire the final qualification.

In the engineering industry, the measures surveyed revealed a recruiting procedure which departs from the norm. The girls applying for training as junior operators do not undergo selection tests nor are any prior qualifications demanded of them. In personal discussions, when the parents are also present, they are given information about vocational training in the industry and advice about the opportunities open to them. When a batch of trainees is taken on, a certain number of places are reserved for girls but not all of these are filled each time.

2. Course of training, content and methods

The schemes for the initial training of girls in the Federal Republic of Germany are full-time measures within the dual system, lasting between two and three and a half years. Basic vocational training (first year) and specialised training (second and third years) often take place on the job. Here it should be noted that some of these training firms have large training workshops, with a head of training and several master craftsmen, while others give training on the shop floor, with skilled personnel giving instruction in addition to carrying out their normal work. In some schemes basic training is given in group training centres, the subsequent specialised training within the firms. But all trainees have to attend vocational school and eight to twelve hours a week are set aside for this; here tuition is divided into general education and theoretical vocational instruction, the latter conforming to the official training regulations (Ausbildungsordnungen).

Some trainees were recruited by the labour authorities, others as a result of advertisements published by the firms involved and the other training providers, the girls then

being selected on the basis of aptitude tests. In nearly all the pilot schemes the young women are trained together with their male counterparts, which facilitates comparative studies of their learning ability, performance and social behaviour during training.

The pilot schemes for the vocational training or reintegration of unemployed and untrained women are also full-time measures, all of which last for two years, pursuant to the provisions of the Labour Promotion Act. Some courses are run in group training centres, others in individual firms, and the trainees are recruited via the employment offices. The introductory orientation phases normally last two to three months and the main phase, the actual vocational training, extends over eighteen to twenty-two months. The concept of integrated training was selected, in which general and vocational education are dovetailed. Because the trainees have become unaccustomed to learning, much of the content is visual and the curriculum is structured to allow for "small steps" in learning, with frequent repetition. Importance is also given to imparting life and social skills, when strategies for the solution of problems are dealt with and modes of behaviour practised which will enable them to cope better with the affairs of everyday life.

The reintegration courses for women returning to work after an interval are part-time measures organized in off-the-job training centres and lasting three to four months. Trainees are recruited through the employment offices and selected by the providers of the pilot schemes; here, too, the integrated training method is used. The women are given an insight into the demands to be made upon them during training and subsequent employment and into the occupational opportunities open to them in the wood, metal and construction branches and in clerical work, but efforts are also made during the courses to remedy deficiencies, particularly in basic mathematics and German.

Some of the French programmes are full-time measures (management assistants, sales consultants, pre-training and vocational promotion courses etc.) and others part-time (farming wives, wives of shop-keepers and independent craftsmen, CAP as electronics fitter (equipment)). In the programme initiated by "Retravailler" the pre-training phase is part-time and the actual training full-time. Most of the schemes in the survey lasted several months, up to a maximum of six, the only exception being vocational training in the electronics field, which extends over four years as training is given on only one day each week. Training takes place mainly in group training centres, occasionally in individual firms, sometimes alternating between the two. The pre-training courses run by the AFPA comprise, in addition to the motivation phase, theoretical and practical parts. The former remedies deficiencies in general education and basic tuition is given in design draughtsmanship and labour legislation while the latter covers practical training in welding, electrical engineering, adjustment, turning

and milling. An important aspect of this transition to men's occupations is physical training, which is found not only in this initiative (gymnastics, swimming).

All other measures covering the retraining, vocational training or reintegration of women include the preliminary introductory phase, followed by vocational training proper. Whether training is in the technical, craft and skilled industrial occupations, in business management or in agriculture, the method adopted is always directed towards making it as concrete as possible. Teaching methods are based on an active and logical pedagogic approach and on in-firm training of varying duration, when the trainees' theoretical knowledge is put into practice.

When it came to qualifying courses for farming wives and the wives of independent craftsmen and shopkeepers, the measures were geared to the daily routine of the family undertaking. The quiet winter period in agriculture, for example, meant that the course had to be organzed during the six winter months and since the shops closed on Mondays this became the training day for the wives of craftsmen and shopkeepers.

In the United Kingdom the measures show great variation in time and duration, ranging from full-time courses (40 hours a week) to those held on one evening every fortnight (Refresher Groups for social workers); for the latter, too, a training plan is drawn up at the beginning, a specific subject being chosen for each evening, so that every further training session forms an enclosed unit. The full-time courses may be either two-year initial training or qualifying measures lasting only a few weeks or months. With the exception of specialist training for doctors; the part-time measures are either further training or reintegration programmes of short duration.

Recruiting is often supported by public relations work or advertisements in the media. Aptitude tests and inteviews were conducted in some of the schemes. Some programmes are carried out in the group training centres of the Industrial Training Boards, when every effort is made to cooperate with local/regional industry. Other schemes are based in individual firms. For the reintegration programme in Northern Ireland, the trainees' surroundings were so arranged and equipped that they corresponded to the working conditions which the women would encounter in due course. The training venue for doctors is either a hospital or a general practice. In their case, however, it was not only a matter of appropriate surroundings but, primarily, of their being able to do the practical side of their specialist training part-time, under the guidance of a practising specialist.

The contents of the various programmes in the surveys are aligned to the job descriptions but are also dependent, to a great extent, on the technical and personnel resources of the training centres and the particular needs of industry. The women's training frequently extends beyond the acquisition of purely technical knowledge or practical skills; it also offers a kind of "personality training" to facilitate their entry into, or

advancement in, the working world. This individual-care is closely linked to the actual training and has a positive effect upon it. In some programmes, too, group-promoting exercises and pedagogic games are used so that the trainees learn to regard themselves as a working group functioning as one unit.

3. Supporting measures

Supporting measures for the programmes were conducted at various levels in all the countries concerned. They comprise public relations work prior to and during the measures, financial support, scientific accompaniment and socio-pedagogic care.

All the pilot schemes in the Federal Republic of Germany were preceded by a public relations campaign, directed on the one hand towards motivating participants (information brochures, contacts with schools, meetings with teachers, parents and schoolchildren, cooperation with employment offices' vocational counsellors) and on the other towards persuading firms to give girls vocational training. There has been, and still is, wide coverage of these schemes in the local and national newspapers, Radio and TV.

The German programmes studied, to the extent that they are pilot schemes, are, in principle, scientifically monitored. The research teams' tasks include advising the providers of the measures if difficulties arise and the preparation of interim and final reports of the results of the schemes, focusing on knowledge which can be of general value. In the pilot schemes for initial training, socio-pedagogic care is always given, sometimes within the framework of scientific accompaniment. In individual and group discussions with the trainees efforts are made to clarify the significance, problems and limits of the measures. Naturally any immediate problems arising from the training situation or their social environment are also taken up and dealt with. Group sessions are a regular weekly feature, especially in the first year of training, and when necessary they are also attended by trainers, those in charge of training (training managers etc.), works councils, youth representatives and vocational school teachers.

In the case of the regional programmes, for which about six of the ten Federal Länder have issued promotion guidelines, no scientific or socio-pedagogic accompaniment is provided for.

In the programmes for unemployed and untrained women, measures for financial support play an important part. The employment offices pay trainees a "maintenance allowance" of up to 80 % of their last net wage. Other allowances cover reimbursement of the course fees, the costs of study material and travelling expenses between home and training venue, also any expenses incurred through being away from home. Under the Labour Promotion Act the precondition for this promotion is a vocational qualification and/or a certain number of years in employment. For the target group in

these programmes socio-pedagogic care is, without doubt, even more important than in the case of young women undergoing initial training. The activities of the supporting team range from giving additional instruction in basic subjects to behaviour training and direct assistance in individual cases. Very important for these women, too, is help with the care of children and in coping with domestic tasks, as has been offered in a few initiatives.

In the French study it is very noticeable that when we come to the heading "Supporting measures", there is scarcely any mention of anything other than the financial assistance the trainees receive. There is no concurrent scientific research although it can be safely assumed that providers like AFPA or "Retravailler" monitor and document their schemes. In France, what is referred to in the Federal Republic as a "flanking" or support measure often forms part of the introductory phases, in particular – motivation, psychological stabilisation, remedying educational deficits and dealing with both vocational and domestic problems. In most cases a group of trainees was formed at the commencement of the scheme and this remained a stabilising factor throughout the course and beyond.

The financial support given in France has a legal basis, namely the law of 16 July 1971, which covers "the organization of further vocational training within the framework of lifelong education".[16] This provides for the payment of 90 % of their last wage to unemployed women taking part in the programmes, while those who have been unemployed for a very long time, or have never worked, receive an allowance based on the national average minimum wage (Salaire Minimum interprofessionel de Croissance – SMIC).[17]

Other benefits the women derive from the measures include premises for informal meetings and work, cheap canteen facilities, free travel between the parent firm and the training centre or reduced-rate accommodation if they have to leave home to undergo training. In a qualifying programme in one firm in the electronics industry, the trainees were given an opportunity, under the supervision of engineers and technicians, to translate into practice the theoretical knowledge gained in the courses, which enabled them to understand the contents of the programme far better. Lastly, the trainees in this same firm were given additional half days off during the final years to enable them to prepare for their examination.

In the schemes surveyed in the UK, supporting measures are rare. But public relations work is a feature of many programmes, be it to motivate girls or employers or to break down social prejudice against the employment of women in traditional men's jobs or, for example, to address potential trainees via the vocational guidance officers. PR work was done through the local Press, Radio and TV, and brochures, posters and films were produced. The action taken by the Medical Women's Federation to disse-

minate information about further training opportunities for non-practising women doctors is a good example of support given by a professional association.

When there was concurrent scientific research it was usually carried out by the appropriate department of the ITB concerned. Only in the case of the management project now being developed does responsibility for this aspect lie with Ashridge Management College. The aims of the researchers are very similar to those of the German teams. By comparing the social and performance behaviour of girls undergoing training in a traditional man's job with that of boys, and with girls training for a typical woman's job, it is hoped that more precise knowledge can be gained about role-specific problems and that, in due course, appropriate means can be developed to overcome sex discrimination in the labour market.

In some schemes the trainees received allowances from the Training Boards or the MSC. In certain instances tuition and examination fees were also reimbursed and a grant given towards travelling expenses, or accommodation if the trainee, for reasons of distance, could not live at home.

There was no socio-pedagogic care as such, but the reintegration schemes do provide for giving assistance in individual cases and for promoting the psychological stability of the women concerned.

4. Training personnel

Information about the training personnel involved in the programmes is of great importance, since the initiatives stand or fall by their aptitude for the work and their personal commitment.

All the trainers in the schemes studied in the Federal Republic have the qualifications required under the Vocational Training Act or the Ausbildereignungsverordnung (statutory instrument governing instructors' qualifications – an "Aptitude Ordinance"). In the retraining and reintegration schemes we find staff from the vocational training centres being employed and with the exception of these latter initiatives the trainers were all engaged in instructing both males and females. For all the pilot schemes organized at governmental level the trainers were prepared (in courses, day or weekend seminars and regular rounds of discussions) for the training of young women in technical, craft and skilled industrial occupations and for the physical and psychological problems that could arise during training for such atypical women's jobs. This was not the case in the pilot schemes at Land level, but for all programmes due to begin in the autumn of 1979 firm plans have been made for the trainers to be given this kind of preparation. Instructors involved in the schemes for unemployed and untrained women are also prepared for the special problems they will encounter in their work. One notes that in initial training there is only one woman trainer for every 22 males, but

the retraining and reintegration programmes show a great improvement, with a ratio of three to one.

Turning to the French study, we find that in many instances a woman (Animatrice) was appointed to care for the trainees for the duration of the programme and her activities, as a rule, had a socio-pedagogic basis. The trainers responsible for the various areas of vocational training are teachers at vocational schools or instructors at vocational training and adult education centres (CENPOP, AFPA, CIPL) holding the appropriate qualifications, but they also include specialists from various sectors of the economy and on-the-job trainers who, in France, are not required to satisfy any formally defined qualificatory requirements. Here the ratio of male to female trainers is far more favourable than in the German study, being almost one to one. This may be due to the fact that unlike Germany, where a pilot scheme programme has been superimposed upon the existing vocational training structure, an effort has been made here to design each programme individually, when certain practices were developed in recruiting the training teams. In every case the trainers were prepared for the special difficulties they would meet, or had themselves been involved in drawing up the schedule and content of their particular programme.

In the UK we find that the educational level of the training personnel varies. Within the ITBs only those trainers are employed who have acquired a teaching qualification in addition to their vocational one, or who already have experience as trainers. This general situation with regard to training teams is reflected in the programmes covered in the British study. We find tutors with university degrees (in the reintegration schemes), instructors with experience of apprentice training (in the training of junior operators) and skilled personnel drawn from various sectors of the economy, like the woman who is now an instructor and was formerly engaged in the supervision of operators. She was selected because of her sex and given a course of instructor training. In this initiative, too, more instructors than usual are employed and this is deemed necessary as they have socio-pedagogic duties to perform, in addition to giving technical instruction. In the part-time further training schemes for doctors the trainers are those who normally give post-graduate training to doctors. There are the specialists who work in the field concerned in hospitals and the clinical tutors responsible for supervision, but general practitioners also play a part. Here, too, there is supervision by the Regional Health Authority.

1. Number of trainees at the beginning and end of the measure

Most of the Federal Government pilot schemes and the Länder programmes for initial training which are dealt with in the German study began in the autumn of 1978 and will not end until 1980 or 1981. Thus any assessment can be only provisional. At the end of February 1979 an attempt was made, within the framework of the study, to establish the drop-out rate and it turned out to be very low (less than 5 %). In most cases there were far more applicants than training places. Only in a very few programmes did the organizers fail to motivate enough girls to fill all the available places. The reasons given for the premature termination of training contracts were: lack of aptitude for the skilled occupation chosen, a change of mind regarding the occupation desired or health and personal reasons not connected with the training course. A conspicuous feature is the wide variety of scholastic qualifications held by the girl trainees, ranging from the Hauptschule leaving certificate (ninth class), which was a prerequisite, to the Abitur (university qualifying examination). In many instances the educational level of the girls training for technical, craft and skilled industrial occupations is higher than that of the boys.

In the qualifying programmes for unemployed and untrained women the drop-out rate is far higher – 50 % in fact. (Here we are dealing with completed measures, some comprising several courses, so that we have a more final picture than is available for initial training). The main reason given for dropping out was sickness, but family problems with husband or children resulting from the dual burden of household and job were also mentioned, as were technical difficulties which could not be overcome and, finally, financial problems due to the meagre training allowances ("Any odd job would bring in more!"). Participants in these measures are between 20 and 35 years of age and the highest drop-out rates are to be found in the retraining and reintegration programmes, where the majority of the women had either previously dropped out from initial training or received none at all. Before becoming unemployed these women had been either semi-skilled or unskilled workers. Where they had completed vocational training it was usually in an occupation where little theoretical knowledge was called for. Divorced women and widows were in the majority in this group and four-fifths of all the women involved had been unemployed or in receipt of social aid before the measure began. Unfortunately we are not told what became of the drop-outs, nor is there any further information about the successful trainees.

The French schemes show virtually no drop-out figures. All the farming wives and the wives of shopkeepers and independent craftsmen completed their courses and they worked in the family undertaking before, during and after training. The women who underwent training as management assistants were not in employment before the

scheme began; all of them had a higher education qualification (Diplôme d'enseignement supérieur).

Three months after the training ended nearly half of them were already in well-paid positions while the remainder were still tyring to find suitable jobs. According to the training institution, however, they will all be employed within a year. At the time the study was made the course for sales consultants was still running, but not a single woman had dropped out. Some had already succeeded, during the practical work in a firm which forms part of their training, in securing a promise of employment from the employer concerned after completing the course successfully. Nor were there any drop-outs from the further training scheme for workers in the electronics industry; at the end of the measure they all remained with their employer but only a few were promoted as a result of acquiring a new qualification, firstly because there were not enough suitable openings and secondly because some were already in a job corresponding to their present qualification level. At the time the survey was made, the course initiated by "Retravailler" for the reintegration of unemployed women and the training of those without a vocation was also still running and here, too, not one woman had dropped out since it began. In contrast, many dropped out from the AFPA course, where the participants, like those in the corresponding programmes in the Federal Republic, were women who are particularly disadvantaged. Prior to the measure over half of them were unemployed, lived on social aid and had done only unskilled work all their lives. Only in 40 % of these cases did the scheme have the desired sensitizing and motivational success; they subsequently took up vocational training in traditional men's jobs in the AFPA centres. Taking the average age (18–30) these women were by far the youngest group, those in the other programmes ranging through all age brackets. Only the farming wives had a relatively high average age, all of them being over 34, and they also had the largest average number of children. No doubt this is the reason why they are unable to take advantage of training measures until relatively late in life, when the children require less attention.

With the exception of the women attending the AFPA course, whose level of education was rather low, many of the women taking part in the various programmes had leaving certificates from vocational or secondary level I general-education schools, with a BEPC or a CAP, while a few held the university qualifying certificate.

For most of the British programmes, final figures in respect of successful participation, drop-out rates and integration into the labour market are not yet available. Regarding the part-time post-graduate training of doctors, however, it can be said that they have no difficulty in finding a suitable post, particularly in "shortage specialties" like anaesthetics, pathology and psychiatry. The two programmes for young women organized by the Engineering Industry Training Board are developing favourably. In the

scheme for technicians the drop-out rate fell from 25 % to nil over a period of three years. Girls are aged 16 or 17 when they start training and so far, at the end of the first stage (for which the ITB is responsible), they have all succeeded in finding a training place with an employer for the second stage. The educational qualification demanded was the GCE O-level (or CSE Grade 1), the usual qualification required of boys in comparable apprenticeship courses. In the earlier programmes girls whose educational qualifications fell short of this standard were also accepted but later on there were enough applicants with the necessary certificates. Of the girls trained as junior operators, over half found suitable jobs. Nearly 15 % wanted to go on to further training, either by taking up an apprenticeship in engineering or by attending technical college full-time. Twenty weeks after the end of the course 20 % of the ex-trainees had not found a job. In the catchment area covered by the measure youth unemployment was over-proportional; of these girls, all aged 16 or 17, most had experienced unemployment before being admitted to the scheme. Only a few girls dropped out, because they felt they were not suited to engineering work.

The reintegration measures, too, show a very low drop-out rate (3 out of 35). The women concerned said they did not feel equal to the demands the programme made on them. Of the 32 trainees who completed the course, 29 found the kind of part-time work they wanted. The women, most of them between 35 and 40 years of age, had been looking for work for years, without success, and many of them had not been in employment for ten years.

2. Assessment of the measures by the participants

In the Federal Republic of Germany the trainees were not asked to give an assessment. Various reasons are given for this: firstly it would have meant making a special total or sample survey, which could not have been completed in time; secondly, the schemes had been running for such a short period that comprehensive and differentiated information could not be expected. Finally, questioning at the place of work would have been regarded by some of the girls as disturbing their training.

The French study gives the opinions and assessments of the trainees with regard to various aspects of the schemes; most were satisfied with the organization, content and methods of the programmes. They felt that the practical instruction was a good introduction to working life, that the theoretical part remedied deficits in their education and they they – the craftswomen in the electronics industry, for example – at last understood exactly what they were producing with their hands. Only an infinitesimal number of the trainees were of the opinion that their course had not prepared them adequately for the demands of working life. The vast majority stressed, above all, their increased self-confidence, independence and personal autonomy. The mere outward signs of their employment, like wages, fixed working times etc. had greatly

changed their position within the familiy and in their social environment generally. In the course of their training they had also developed a greater degree of self-awareness and the ability to assess their own capabilities.

Nearly all the women praised the pleasant, friendly atmosphere, and life in small groups, which they learnt to know so well during training. Contacts, exchanges of personal experiences, the discovery that they were not alone in a certain unsatisfactory situation, and solidarity, were all things that developed, which the women considered important and which they wanted to retain. The women's social circle, and their own families in particular, all approved of the fact that the mother or wife was prepared to make a fresh start in working life and many women were given encouragement and support, especially in the early stages. But later on, when the demands made by training and the woman's new timetable began to cast a shadow over family life, the encouragement was no longer forthcoming in some cases. With the exception of the socially better placed women training to be management assistants, the trainees were rarely given any help in the home by husband or children. On the other hand, many women felt that their new status as trained women in employment had had a beneficial effect on their marriage and family life. There were at least the beginnings of a new division of roles for dealing with domestic tasks. In particular, the farming wives and the wives of shopkeepers and craftsmen felt that since being trained they were full partners to their husbands in the family undertakings.

But there was also some criticism, in particular of the vocational promotion courses for industrial occupations run by the AFPA. A large number of women deplored the paucity of prior information, which meant that too few of those taking part in the scheme found what they were really looking for. Some, who had been unemployed for a long time, were sent by the placement authorities simply to get them off the register for a while.

The care of children, and transporting them to day nurseries etc., was also a problem for many women. Not only did they have to find somewhere to put the children – not an easy matter in rural areas, particularly – but the new surroundings and the change in their daily routine confused the children and often made them bad-tempered, something the mother again had to cope with in the end.

A particularly noticeable feature was that many women are not content to sit back after completing a course; they want to have further training, even being prepared to attend evening classes if need be. Many also have very definite career plans. One wants to open her own painting and decorating business, while another hopes to start a craftswomen's cooperative together with a group of other women.

In the UK studies, too, the trainees in the various schemes were asked to give their views. The girls training as technicians or junior operators are clearly motivated to take

up training as a starting point for finding opportunities in working life, which means that for many of them the content of the course is of secondary importance. Nevertheless, one-third of the trainee technicians had chosen this training because they had always, even as children, been technicallyminded. But both they and their less technically-inclined colleagues found during training that they enjoyed the work and deplored the fact that they had not been better prepared for it at school, also that the possibility of choosing an occupation in this masculine field had not been mentioned to them at all. Among the junior operators, three-quarters of the trainees considered that the course had been of use to them. The remainder did not share this view, in particular because they did not find a job – which to them represented success – immediately on conclusion of training. Some of the girl technicians were also critical. In the second stage of training they find there is too much academic pressure; having sttled down to practical training in a firm they do not like the block release system for the theoretical part of their programme and would prefer day release. There have also been conflicts with some of the on-the-job instructors as the girls became aware that they were prejudiced against women entering traditional men's jobs.

Women doctors – most of whom were full of praise for their part-time training – also complained of similar prejudices among their male colleagues. They felt that the men were particularly sceptical about the time structure of the training, even though this enabled them, as married women, to pursue their professional ambitions while at the same time caring for their families.

The members of the social workers' initiative were, on the whole, very satisfied with their programme. This applied to the quality of the further training received, the backing given by the group and, more especially, the insight into the possibilities of social work at local level. Great value was also attached to the opportunities given to married social workers with children to be active in their profession.

For the middle-aged women in the reintegration schemes, who made a new start in the distributive industry after years of total domesticity, the most important gains were increased selfconfidence and independence. This helped them to cope with the difficult parts of their programme, so that they were no longer frightened of tasks like telephoning or filling in documents. Thanks to the encouragement they were given during the course, they were not only motivated to learn but were also prepared to compete for a job.

3. Assessment of the measures by the institutions / persons involved

According to the trainers, the scientific teams monitoring the schemes and the providers of the measures, the pilot schemes for the initial training of girls in the Federal Republic of Germany presented few problems. In most cases there were no technical,

physical or psychological difficulties. Only on occasion was reference made to prejudice on the part of male craftsmen in the training firms, or their fears that girls could one day be competing with them for jobs. All the girls were highly motivated, even though, for some of them, training in a 'men's job' was second-best, as they had failed to find a training place for their first occupational choice. Most of them were aware of the trail-blazing nature of the pilot schemes and regarded themselves as pioneers. Very often the girls' trainers said that while they were slower than boys they were, on the whole, tidier, more precise, more reliable and more ambitious than male apprentices. Very often the results of their work were better too. The research teams noted that some of the girls, although they were actually engaged in establishing equal opportunities in the labour market, had wholly traditional ideas about sex roles within the family and society generally.

While the girls are often worried about whether they will be equal to the demands of working life proper after leaving the protective fold of the pilot scheme, the trainers and company representatives consider their prospects to be "fair to good". Many feel that because of the current and anticipated shortage of skilled workers the girls are both suitable for employment as such and have good prospects of advancement. Here, however, one also hears many sceptical voices raised, suggesting that despite the good reports already received from many firms and despite the need for women to supervise other women workers, their progress will end well below management level. For one ching men are preferred in the upper echelons and for another women often do not regard promotion as being worth striving for.

In the measures for unemployed and untrained women, too, the trainees' motivation was said to be high. In particular their "staying power despite real difficulties" was emphasised. In these courses, however, things went anything but smoothly, both psychological and technical difficulties being encountered. The women lacked concentration, the faculty of spatial visualisation and the capacity for logical abstract thought. Their dependence on external conditions and lack of self-confidence means that they are in danger of having their motivation sapped, especially as unfavourable factors developed in their social environment. In some cases there was occupational rivalry between husband and wife and the latter found herself in a conflict of roles. They suffered from the dual burden of job and household, from guilt feelings towards their children and from lack of recognition at work as able colleagues having equal status. All this frequently resulted in feelings of anxiety about future security.

So we find that the pilot scheme providers' suggestions for improvements focus largely on supporting measures like family counselling or trainer counselling.

Many of these points raised by the German organizers or trainers regarding the women's problems were expressed by the trainees themselves in the French and British studies,

therefore we find that the assessments made by trainers and providers there cover a narrower range. In France, too, trainers everywhere found a high level of motivation which, for many of them, made their own work very worthwhile. Those responsible for the AFPA vocational promotion courses for women plan to restructure them and, most importantly, to give more prior information. They noticed that the standard of the courses fell from time to time and attributed this, in part at least, to the placement authorities' practice of sending unsuitable, uninformed women simply in order to occupy them somehow. For the management assistants' training schemes there is ample advance information, with public events, individual counselling and so on. Sometimes two years elapse between individual counselling, which the head of the training centre offers to anyone who is interested, and the actual application for enrolment. But this means that the decisions made are carefully considered and firm, and this was reflected throughout the training. The social workers and trainers in the courses for women trainees in the motor vehicle and construction industries noticed that as the women adjusted to the daily routine and their understanding of technical matters grew, so their fears about future security in their chosen occupation diminished. This went together with ever-increasing self-confidence and personal autonomy.

The observations of those responsible for training measures in the UK are supplemented, in some cases, by reports from companies which employed the women after training. The employers, whether in the public or private sectors, regarded the reintegration measures, the social workers' initiative and the post-graduate training for doctors as successful. The representatives of the social services did, however, qualify this with regard to the scheme's relationship to the labour market as they consider that by no means all areas of social work are suitable for part-timers. Nor were the cutbacks in public spending calculated to increase the number of openings for part-time workers, and opportunities for dividing full-time posts into two part-time components are limited. Nevertheless there are areas, such as primary health care and hospitals, where good use could be made of part-time staff. In the National Health Service, the experiment in part-time post-graduate training for women doctors is regarded as a success for various reasons. The four places originally available increased to one hundred within three years.

The programmes in the engineering industry are also regarded as successful by those responsible. The results of the scheme for training semi-skilled junior operators have convinced many employers. Although they used to prefer experienced male adults for this work they now offer vacancies to trainees from these courses. Many trainers have noticed that when difficulties arose during training these were due less to having to learn skills than to having to adjust to the occupational routine.

In the programme for the training of girl technicians, too, the objectives have, by and large, been achieved. The trainees mastered the technical difficulties and even suc-

ceeded in overcoming prejudices among on-the-job instructors. More and more firms are prepared to take on these girls for the second stage of their training. But the Training Board responsible and the MSC have detected weaknesses which they would like to remedy. For one thing more public relations work is needed, to facilitate the recruitment of trainees. During the first stage of training the girls are paid by the ITB and the employers tend to regard them as guests rather than employees during the on-the-job phases; consideration is therefore being given to having employers take on the girls as technician apprentices, so that they may be acquainted with the realities of the working world from the very first day of training, leaving no room for illusion. Another suggestion is that the government pay premium grants to employers who offer such apprenticeships to girls. Boys and girls would then be trained together, but it is felt that ITB advisers should continue to keep a watchful eye on the girls. The view was also put forward that, for the foreseeable future, many measures designed specially and exclusively for girls will still be needed if the engineering industry is really to be opened up to them, because "people who regard themselves as a minority group are difficult to motivate and show less application".

I. Belgium

The Belgian report is divided into two parts, Walloon and Flemish. At the beginning certain facts are recorded in respect of both parts of the country and these not only indicate the situation of women and girls in the labour market but could also serve to give an impetus to the provision of special measures to benefit women. In Belgium women represent one third of the gainfully active population; 6.3 % of the men are unemployed but for women the figure is 18.1 %. (In Flanders 19.7 %, in Wallonia 22.9 % and in Brussels 12.7 %). In Belgium the EC guidelines on equal pay and treatment for the sexes in the labour market have resulted in corresponding legal and social regulations which also relate to vocational training and access thereto.

In both parts of the country the greatest contribution to vocational training for women in the areas of orientation, initial training and retraining is made by ONEM (Office national de l'emploi)[18], the Belgian employment office service. It has 29 regional offices (bureaux régionaux) to which vocational guidance, vocational information and orientation centres and/or vocational training centres are attached. In every case these centres are linked to an economic sector, either secondary or tertiary. Until a few years ago the centres catering for technical, craft and skilled industrial occupations were closed to women but here the new laws on equal status in the labour market have brought about a change. In 1977 ONEM launched a pilot scheme to promote better vocational training for women.

For a period of six months access to the vocational information and orientation centres linked to the secondary sector was restricted to women, in order to interest them in and orientate them towards technical, craft and skilled industrial occupations; nowadays the centres always cater for women. The orientation measures last between one day and six weeks while the training courses for technical, craft and skilled industrial occupations mainly chosen by women run for 21 to 39 weeks. These lead to such jobs as painter, tiler, joiner, cabinet-maker, welder, turner or motor mechanic and can take the form of initial training or retraining. Attendance at an ONEM orientation course before the commencement of training proper improves a woman's prospects of securing admission to a training centre and successfully completing training. But there are still ONEM vocational training centres in the secondary sector which do not admit women.

Their relationship to the labour market is an important criterion for the effectiveness of these measures. The regional structure of ONEM's subdivisions is conducive to proper alignment of the orientation and training courses offered with the individual regional labour market situation (where is there unemployment, where are workers needed?). The result in Flanders, for example, is two pilot projects, one of which is aimed at integrating women into the construction industry, where there is a consi-

derable shortage of skilled workers. It was established beforehand that the employers would be prepared to accept women. Of the fifty applicants, five were finally selected for training but no results are available yet. The second project, which receives support from the European Social Fund, has only just been launched; here the objective is to qualify women for higher positions in the clothing industry, where they have, of course, always figured very largely.

Despite all the efforts made, the percentage of women who, after receiving initial guidance within the framework of an orientation measure, then proceed to vocational training and subsequently find a job corresponding to that training, is very small. The head of the regional ONEM centres considers that many employers will not take on women to fill men's jobs as long as enough men are available in their sector. In addition, many women, despite the motivation phase which precedes actual training, are not convinced that they can "prove themselves" in these men's jobs.

A scheme in which the European Community took the initiative has been launched as a pilot project in the Charleroi district, to train unemployed women for so-called men's jobs. The first stage covers clarification of the labour market situation within the geographical area and discussions with the regional employment office, potential employers and trainees. On the basis of information gained during this preliminary phase the main phase, i. e. the actual vocational training, is being developed. This will comprise three stages: first a preparatory course, including compensatory educational opportunities for all the participants in order to remedy any existing deficits, then the vocational training itself and finally a period of company-related training in the firms which are cooperating in this pilot scheme.

Higher positions are also being offered to women by two Brussels ba[illegible] have branches in all parts of the country; they recently opened their in-firm tr[illegible] scheme for potential managerial staff to female applicants. There can be little doubt that this decision by the banks has been influenced by their desire to project a public image of progressive and dynamic undertakings which pay due attention to current social trends such as women's movements and emancipation. There is no necessity for the banks to announce this course in big newspaper advertisements since they can reach the graduates they wish to recruit by disseminating oral or written information via the universities or students' associations. The course, which men and women attend together, lasts two and a half to three years, during which time the trainees are channelled through every department of the bank, and terminates with an examination. The majority of senior officials and trainers with whom the women come into contact during their training period are men and it is noticeable that women, in order to achieve recognition within the firm's hierarchy, have to give a better account of themselves than their male colleagues. The employment of women in what were formerly

male preserves in the bank has brought about various reactions. In data processing, for instance, the "career women" have brought a new dynamism into the entire department. But certain groups of customers disapprove of women branch managers and departmental heads. Moreover, the very few women who have reached the decision-making echelon of the bank form a striking contrast to their less qualified female colleagues, a quarter of whom are part-timers. For example, these take an excessive amount of unpaid leave – a privilege they have been granted – thus confirming the view held in the firm that women have no professional ambition.

Between 1977 and the middle of this year a retraining course was run at the Fabrique Nationale – a private firm producing weapons and aircraft engines – for women who, after suitable training, were to become mechanics. The employers' aim was to retrain personnel who had been made redundant or were working on short time due to structural changes, and these included women. Some were trained in mixed groups for assembly work and non-destructive material testing. Twelve women were offered training as mechanics within a complex special programme, which would enable them to qualify as a "semi-skilled mechanic" (ouvrière spécialisée) and give them the opportunity to be classified as craftswomen after an appropriate period of practical experience. One useful thing the firm learnt for future projects was that looking for volunteers is not enough; experience showed that in such a scheme there must be discussion with the women, that efforts must be made to convince and encourage them, both at the recruiting stage and during training. The company does not wish to repeat the pilot project in the same form but considers it has had a motivating effect on their women employees and others in the district. Whereas initial training has, until recently, been an exclusively masculine area, more and more women are now appearing; they, too, are being given a chance.

Both the Belgian Post Office, a state undertaking, and the public service demonstrate through their measures for women that the state, pursuing the aim of equal status for men and women in the labour market, is making an effort to set an example. Since the law on equal treatment at the place of work came into force the Post Office has been putting into effect a policy of equal opportunity at the time of recruitment. Until now women were to be found only on the lower rungs of the ladder and in typical women's jobs such as typist, counter assistant or Post Office Giro Office assistant. Whole areas of Post Office work were strictly reserved for men. Under the new regulations women can be employed as sorters and postwomen. Nevertheless, there are still certain jobs in the technical field which remain closed to them. An unbiased decision for or against accepting an applicant, or with regard to promotion, is achieved by having candidates give only a code number on their test papers and not their name and sex.

Female applicants were most successful when applying for jobs as postwomen, where a workers' protection regulation (women may carry loads of only up to 15 kilograms a

day) also ceased to have any relevance since mail for delivery is no longer carried but transported on small vehicles.

Further examples from the public service are the opening up of the police school in the city of Liège and the Royal Military Academy to women. In Liège this decision was prompted by the acute shortage of male recruits. It is true that initially an attempt was made to restrict them to auxiliary inside duties (typist etc.) but in the end they were given equal status with men during training. There are two four-month courses each year and large numbers of women have applied. Their success rate in selection tests and in the final examinations at the end of the course was on a par with that of the men. Appointments are determined by the standard reached in these examinations. After they have entered the police force, the numbers of women opting for inside or outside duties do not differ from the figures for men. The public has reacted favourably to women police. Only among their male colleagues have they encountered difficulties.

In principle women have been liable for military service since 1957 and the relevant legislation provides for their being called up as auxiliary personnel in the event of war. A law passed in 1972 enabled women to join the armed forces in peacetime also, but only as non-combatants and at the level of private soldier. Furthermore, there is a limit on the number of women recruits. Since 1976 women can also become career officers and undergo training in all arms of the service and in the "Polytechnic", an élite branch where cadets acquire a civil engineering qualification in addition to military training. But what has not yet been established is their eventual place in the army; there is still no royal decree defining the function of women officers. At present a certain number of places are reserved for women in the two sections of the Military Academy, the "All arms" (TA) and the "Polytechnic" (POL). The TA training extends over four years, while POL training lasts for five. Both are preceded by a six-week course in basic military training. While undergoing training at the Military Academy the officer cadets simultaneously acquire a civilian qualification as an economist or, as mentioned, an engineer. The first women cadets have not yet completed their course. The trainers consider that the women (18–30 years of age) are less well prepared for mathematical problems than the young men. During basic training they were particularly interested in the craft of war and showed great perseverance, willingness and adaptability even if they did display more individuality than the men. In the TA course the women were accepted by their male colleagues but difficulties arose in the POL section, with the male officer cadets refusing to tolerate the women. The directing staff of the Military Academy consider that this attitude is attributable to the fact that the POL cadets have always been regarded as an abolutely élite group and that men aspiring to such training are particularly intolerant towards women.

The "Equal Opportunity Programm" at the Brussels branch of IBM certainly represents a special case among the Belgian measures. This is based on experience gained during the "Affirmative Action Programme" in the United States which, under the equal status laws, is binding on all firms employing more than twenty people. As in America, IBM Belgium produced an organigram of the company which showed that women formed a disadvantaged group within the undertaking. The programme itself, however, unlike the American version, is purely an informative and motivating measure. The house magazine reports, for instance, on individual cases of women in what are, for them, unusual jobs or those who have risen to occupy unusual positions. Job descriptions of atypical women's occupations are also presented. The magazine also features informative material about the meaning and aim of the programme and about conferences for women at which problems such as the double burden of the working woman are discussed. The programme does not include vocational training measures in the precise meaning of the term.

In addition to the measures described there is, particularly among public providers of vocational training, a tendency to conform strictly and formalistically with the new legislation on equal treatment in the labour market; that is to say they now offer mixed training courses, open to women as well as men. Beyond this there are no special measures for women other than those already described. And in view of the centuries of fixed sex roles, with all the resultant behaviour patterns among both men and women, these are precisely what is urgently needed, especially in a country like Belgium where coeduation is by no means a matter of course even now.

II. Denmark

Of all the EC countries Denmark, with 43 %, had the highest proportion of gainfully active women in 1979; this means that 60.9 % of all women between the ages of 15 and 64 are gainfully employed. Over the past decade the percentage of women in the total number of gainfully active persons has risen steadily and this trend appears to be continuing.

According to EC statistics the unemployment rate for women is 6.8 % and for men 6 %, with female unemployment figures rising, especially for young women under 25 years of age. In December 1979 this group accounted for 63 % of the young unemployed (i. e. young persons between 15 and 24).

In Denmark men and women have equal opportunity of access to all forms of vocational training; nevertheless both sexes choose typical areas and this can be seen both in the occupational choice and the level of qualification. Even though women nowadays often have a better basic education than men, they continue to form the major part of that section of the population which has had no vocational training.

In 1976 a law on equal pay was passed and in 1978 came further legislation on equal treatment for men and women in the labour market. Both laws are based on the relevant EC guidelines.

In 1978 an equal rights commission was legally established in Denmark to promote equal treatment for men and women in society, which also means in the labour market as well as in education and within the family.

In the vocational training measures for women described in the Danish report the focal point is a programme which was not actually conceived with the target group "women" in mind as the measures come within the framework of the programme to combat youth unemployment. But since women and girls are particularly hard hit by unemployment one finds large numbers of them in these courses, sometimes accounting for two-thirds of the participants. Since the opportunities offered in the programme to fight youth unemployment include a large number of training openings for technical, craft and skilled industrial occupations, the girls come into contact with these "men's" occupations or, indeed, undergo training for such work. Thus despite the fact that this was not the original aim, these initiatives have, in fact, had an innovatory effect upon the female trainees. For them they open up new occupational paths.

But there is one particular programme in the Danish report which, while it likewise forms part of the measures against unemployment, is at the same time a special initiative intended exclusively for women. The introductory vocational courses for long-term unemployed (EIFL courses) are addressed to those men and women who have been out of work for a considerable period. But since the number of women who have

to grapple with this problem is particularly high, the Danish Equal Rights Commission recommended the establishment of special courses for women. It also participated in drawing up the content and form of these courses, which the Folketing approved in 1977 as an integral part of the national employment plan. Like the mixed courses they are financed by the Danish government and receive support from the European Social Fund. The courses are administered by the Directorate for Labour Market Traning Courses and run in the schools for semi-skilled workers throughout the country; they are open to all women over the age of eighteen who have been unemployed for more than 200 days during the last twelve months.

No previous training or educational qualification is required and the women continue to receive unemployment benefit while attending. The aim of this course is to provide a broad introduction to various occupations and the world of work generally, also to increase the women's self-confidence. It gives them fresh encouragement to continue the search for a job and new qualifications to give them greater flexibility in the labour market. During the six to eight week course, not only is basic vocational knowledge imparted and educational deficits remedied but the women also learn, in group work and plenary discussions, to reflect on the role of women in the labour market and in society generally. An essential feature of the programme is intensive and purposeful vocational guidance.

These EIFL courses for women have met with universal approval, from both participants and organizers. Of the women involved, 90 % of whom had been totally unskilled, one third found a job immediately after completing the course, a further third went on to regular vocational training or retraining, with only the remaining third becoming unemployed again. At all events, the organizers succeeded in motivating the women. Many wanted still more practical and occupation-related experience. The Danish trade unions, too, support these courses in various ways; among other things they provide speakers and instructors to inform the women, in particular, about their rights and obligations under the labour laws. Another plus point is that the local social welfare offices make arrangements for the care of the trainees' children.

Very similar to the EIFL courses are the EIFU courses (introductory vocational courses for young people). Both are financed in the same way and are available throughout Denmark in the schools for semi-skilled workers and in EI centres (EI stands for "erhvervs-introduktion"). Participants continue to receive unemployment benefit or educational maintenance allowances but the target group is restricted to fifteen to twenty-four year olds.

Both the employment offices and the social welfare offices are involved in assigning young people to the courses, which also resemble the EIFL courses in content. Here, too, theoretical instruction is given about the labour market, looking for work or ergo-

nomics. The practical part, lasting at least four weeks, takes the form of work experience and this occupies a central role. In addition to instructing and orientating the participants, the trainers' tasks include maintaining regular contact with potential employers in the catchment area of the school for semi-skilled workers or the EI centre. Such contacts are intensified when work experience is given in small of medium-sized craftsmen's establishments, where trainer and employer are one and the same person. In these cases the youngsters are often given a firm promise of employment in due course. As the following statistics show, this practice leads to success: 24 % of the participants found jobs, 33 % went on to an employment project for young unemployed, 20 % started vocational training and 20 % became unemployed once more. But it must be emphasised that the figures in respect of women trainees were far less satisfactory.

The weakness which is pointed out in this programme is that it is not linked closely enough to the labour market and that the participants are not given sufficiently intensive guidance and support. For this large group of women special objectives should be formulated. No attempt is made to take advantage of the favourable situation created by the joint attendance of young men and women, by making practical efforts to break down stereotype roles.

As far as the other projects covered by the Danish report are concerned, it must be particularly emphasised that all of them have been developed out of a local or regional context and this is why they are usually closely aligned to the regional labour market. Often they present an "alternative" to the customary vocational training and this is why – since they all come within the programme for young unemployed – they are gladly accepted by the young men and women. The initiators of such projects are often individual communities or persons involved in youth work. In most cases they are also financed by the community but in some instances the employment project is preceded by a state-financed EIFU course as an introductory measure. The practical aspect is very important and has a marked motivational effect upon the youngsters when the acquisition of competence and knowledge in such occupations as bricklayer or mason, joiner, tiler or roofer, to name but a few, serves to produce something tangible and is not mere practice. Examples of this are the restoration of an old water mill or the construction of a youth centre by the young people engaged in the employment project. What is encouraging for them, too, is the fact that no prior knowledge is demanded. Participation is limited to 26 weeks, with the possibility of exveriding. They also receive regular payment. But they do have certain obligations; for instance they must keep to the formal framework of working hours, which is intended to accustom them to the demands of a normal eight-hour working day. The girls taking part are particularly happy in these employment projects, which lead them as a matter of course to "men's jobs". They say that in the course of the work they have become

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aware that, as children, they always wanted to do these "men's jobs". But as they grew up, and especially in late adolescence, they had been "systematically weaned away" from such activities. The innovatory feature of the eight measures of this kind described in the Danish report is that they introduce boys and girls together to occupations hitherto regarded as exclusively masculine jobs. We find these projects in agriculture, fishery, forestry, horticulture, the care of the old (inverse effect!) and the technical/craft occupations. In some instances the breaking down of the sex roles and the sexspecific division of the labour market are among the conceptual aims of the programmes.

It must, however, be emphasised that they do not provide initial vocational training in the strict sense of the term; they give an introductory, motivating qualification and remedy educational deficits, thereby enabling the young people, in the long term, to do an unskilled or semi-skilled job or to embark on vocational training proper. When one considers the target group this is a realistic aim. The unemployed youngsters belong to that "educational remnant" group who, holding only inadequate school-leaving certificates, or none at all, have least opportunity on entering the world of work. And girls form a very large proportion of this disadvantaged group.

III. Ireland

Over the past two decades the proportion of women in the total number of gainfully employed persons in Ireland has remained fairly constant at 27 %. Despite the high level of unemployment (overall 8.9 %, males 9.9 %, females 6.4 %) Irish women are keen to take up work. The country has two laws which are designed to combat discrimination against women in the labour market, the Employment Equality Act (1977) and the Anti-Discrimination Pay Act (1974). The first of these also provided for the establishment of the Employment Equality Agency, an independent commission which is to propose and encourage measures to eliminate discrimination against women in the labour market and ensure that the provisions of both acts are observed. There are also explicit legal safeguards to ensure what is termed positive discrimination in the field of vocational training, because only through such female-specific measures can existing deficits be remedied. However, the law on equal treatment refers only to the labour market and does not extend to the educational field.

Another important turning-point came in 1973, when women were no longer required to resign from the public service and other sectors of the economy on marriage.

Most of the jobs done by women in Ireland are typical "women's work": teacher, nursery school teacher, nurse, secretary, domestic and factory work. Until recently Ireland's education and traing system reinforced the traditional rôle concepts for women's work through separate schools for boys and girls and sex-specific subjects, also through training courses which are offered to girls in particular and which either lead to typical women's jobs or simply prepare them for the duties of housewife and mother. And this was even more true of the large rural areas. Even now the difficulties facing women in such areas are increased by the fact that they must either leave home or accept long commuter journeys, as the local labour market has nothing to offer them.

The activities described in the Irish report make it clear that one important aim is to ensure that women in those areas of the labour market where they have always been active, and where they have always had to accept the less qualified and lower paid jobs, shall at last be helped to better themselves. With one exception the projects are running in public undertakings or state corporations, which are thus fulfilling a very real pilot function for equality of status for women.

Of particular importance her is AnCO, the Industrial Training Authority[19], which is responsible for the development and promotion of industrial training in Ireland. AnCO is very much aware of the importance of vocational training for the achievement of equality for women and the majority of the schemes presented in the Irish report were initiated, financed and implemented by the Authority. In 1976, 13 % of AnCO

trainess were women but by 1978 the figure had already risen to 28 % and in 1979 it represents over 33 % of the total.

The national airline, Aer Lingus, which, up to 1971, had adhered to an internal regulation requiring female staff to resign on marriage, is now trying to change its personnel policy with regard to women. Three basic principles are being applied. Firstly, the training and further training of all staff is to be promoted to the same degree, regardless of sex. Secondly, posts hitherto reserved for men are to be opened up to women. And thirdly, a special programme is to give support to the careers of female staff. The change in recruitment policy has meant that women are being trained and deployed as pilots, albeit in small numbers. The career promotion programme for women was developed because it had been noted that the number of women taking advantage of in-company further training was very small. The aim of the programme is to give women already engaged in the managerial field a solid basic knowledge of managerial functions, but also to show them the contribution that self-presentation, self-confidence and professional commitment can make to their careers. The ability to communicate is also important and the programme pays due attention to this. In pursuit of these aims two couses, each lasting a few days, have been developed, an introduction-to-management course and a further training course.

According to the participants and the training department of Aer Lingus these internal courses have fulfilled an important function. They have effected a breakthrough in the traditional sex role concepts and their relationship to "men's and women's jobs". Since then the proportion of women undergoing further training has risen from 19 % to 33 % and 33 % of the staff of Aer Lingus's head office in Dublin are women. The Aer Lingus management is now considering more such purposeful measures for women.

The Irish Management Institute is also offering two courses in management and these are innovatory because women in managerial positions are still a rarity (4.9 % in Ireland) and because the aim is to make these (still) unusual jobs accessible to women. The target group of the first course is women who have just reached junior management level or expect to do so in the near future. Both courses last only two to three days and are tailored to meet the needs of working women. Those attending receive an allowance from their employers or from AnCO, the Industrial Training Authority. The programme contents seek to combine instruction in such subjects as planning and management, organization, control and financing with examination of the problems the women encounter at their place of work (ability to assert themselves, self-confidence, labour relations). The methods used include lectures, group work and role play, with video control.

The second course, developed for women by the Irish Management Institute, is addressed to those who are aiming at professional advancement. It takes the form of

a two-day workshop and concentrates primarily on self-assertion training. Here, too, video control is used.

In its training programme AnCO, too, has recognized the fact that management, especially middle and top management, is an area in which women are totally under-represented. Courses for unemployed persons wanting basic training in management have been available since the early Seventies but as it becam apparent over the years that hardly any women took advantage of these, AnCO conceived a special measure in 1978. While it is based on the existing six-month courses, a higher proportion of women participants is planned and some parts of the courses have been adapted to meet the women's particular needs. Finally, a new section was added, for women trainees only, which concentrates on self-assertion training. In addition, an advertising campaign directed at women was launched. The programme is financed by AnCO and application has been made for 55 % promotion from the European Social Fund. This measure gives women a knowledge of business management which they would not otherwise acquire and they are also given support in the search for a job. The search is made easier by the fact that part of the training consists of practical experience in a company, which establishes initial contacts with potential employers. As yet there can be no final assessment of this programme as the first trainees will not complete the course until December 1979.

AnCO itself has a staff of nearly 2000, women being employed mainly in the lower grades. This means that they are hardly found at all at managerial level, rarely in the specialised and technical appointments and in above-average numbers in the administrative and services branches. All this is to change now. Since September 1979 AnCO has been running a "Programme for specialised and technical staff" exclusively for women employed in this area. They are to receive further training and, at the same time, be given access to positions hitherto closed to them. What is noteworthy about this programme is not only that it is a female-specific vocational training measure but that it creates appointments (training adviser, trainer, course planner) which, at the end of the course, will be filled by the trainees themselves. Normally AnCO advertises such posts in the major newspapers, demanding a university degree or equivalent qualification, but this women's project was advertised only within the Industrial Training Authority. Training is to last six months and will be divided into three sections. The first consists of units of general instruction which are also open to all AnCO personnel as further training. The main features are teamwork, a training course for training supervisors, labour relations and the preparation of reports. The second part is concerned with internal training and is carried out in the departments in which the vacancies already mentioned occur. Where special training is needed, a third part of the course can be organized outside AnCO itself. This measure is a pilot scheme which is being carefully observed, monitored and scientifically evaluated.

Another AnCO measure is concerned with initial training for girls. The scheme has been running since 1975 and is intended to introduce girls to technical, craft and skilled industrial occupations which have not hitherto been regarded as women's jobs. The measure was launched with a public information campaign and motivation courses for girls in the final classes of general education schools. Training covers a period of five years. For the most part the girls spend the first year in an AnCO training centre before going on to a firm and they are trained in the following occupations: carpenter, joiner, dental technician, electrician, motor mechanic, painter and decorator, interior decorator, bookbinder, upholsterer and toolmaker. At the training centres 40 % of the places are reserved for girls but so far there have not been enough applicants to fill them. Nevertheless, interest appears to be growing. The girls involved in this apprenticeship scheme often find the choice of occupation problematical; they have to do better than the average boy apprentice and the difficulty in finding a job at the end of the training is also discouraging. Those responsible for the implementation of this scheme also regard this as the main problem – in fact it is already apparent when, after the first year at the centre, efforts are being made to find openings for the girls in firms. However, once this is achieved, the girls prove themselves equal to the demands made upon them during training.

AnCO also runs schemes to assist women wishing to return to work after a long interval and these take two facts, in particular, into account. Women who have devoted themselves exclusively to their domestic duties over a considerable period are further removed from the labour market and its requirements than any other category of unemployed persons. Their decision to return to work will, in every case, mean taking on the double burden of household and job. The programme is therefore conceived as an orientation measure, to give the women life and social skills and the opportunity to plan a career, also information about finding a job and the labour market generally. While no training as such is given, the programme provides a phase in which the women can gain concrete experience in a real work situation (three weeks in a training centre and seven weeks in a firm). They are trained in groups of a dozen, which vary considerably as regards age, socio-economic cicumstances and prior education. Following the good results in AnCO's Dublin centre, similar measures have now been launched in four other towns, with financial support coming from the European Social Fund. Before the measures were introduced there was no discernible demand for such courses but now that 200 women have completed them the need is growing steadily, and there are no drop-outs. The participants find that the course gives them a background of information and insight which enables them to come to a decision about returning to work or making a late start in working life. There is particular praise for the backing given to these women during this critical transitional period by the trainers and by the group as a whole.

One programme in the Irish report tackles the problem of child-minding, which faces both the employers and, of course, the women themselves. In 1977, therefore, AnCO initiated a nine-month course to train personnel for pre-school establishments where children can be cared for. These measures were implemented by an international organization for pre-school education and they are partly financed from the European Social Fund. AnCO's aim here is to train qualified personnel for this work with children of pre-school age, since child-care facilities are essential if the mothers are to have equality of opportunity in the labour market. AnCO considers it would be practical to have such facilities at the mother's place of work.

This training is open to school-leavers, unemployed persons and those returning to work – male or female (of 16 participants, one is a male). For successful trainees the prospects are good, although they are more likely to find suitable openings in public child-care establishments than in those attached to firms. They have formed a very active association, whose main objective is to convince employers of the need for child-care facilities in their firms.

There are support measures for all AnCO schemes; participants receive allowances, free transport to the training centre and free accommodation where necessary. Some of the programmes are scientifically monitored.

The Council for the Status of Women, which is the umbrella organization of Irish women's associations, attacks discrimination against women wherever it may be found and it has also become involved in the area of vocational training. A two-part programme has been developed, covering occupational choice and training in middle management. The first part takes the form of public information seminars, where the target group is girls in their last year at school, together with their parents and teachers. In the second part there are workshops to prepare women for taking over managerial functions.

IV. Italy

Italy is one of the countries with a low proportion of gainfully active women, only 28.1 % of Italian women being in paid employment. In 1978 the overall unemployment rate was 7.5 % (males 6.2 %, females 9.1 %) and 30 % of the unemployed are women. But in the 14—29 year old group of unemployed, women and girls form 73 % of the total. One reason for these figures is the fact that the industries worst hit by the recession in Italy are those with the biggest proportion of female employees, i. e. textiles, clothing and the chemical industry.

For most of the measures described in the Italian report the initiative came from the trade unions and their central organizations. These were particularly productive when, as happened in some cases, discussions took place right at the beginning of all training activities about the placing of future trainees in due course. Here and there employers, too, took the initiative as shortages of qualified workers were beginning to loom in their sectors. The regions and communes played a conspicuous part in financing the measures. One notices that the Italian report features measures in the agricultural industry to a greater extent than the other countries. On the one hand these are to enable women, who have traditionally been employed in agriculture, to undergo training that will qualify them to improve their position and achieve equal status with men, because in agriculture, as elsewhere, the latter fill the more demanding and better paid jobs. But the training measures are also intended to cater for a new trend, in that they give those who want to leave urban industry and return to the land (especially younger people) a better chance to make a fresh start. These are all short-term measures lasting a few months. In agriculture there is a far greater need for qualified workers than for unskilled labour. Then there is the high level of unemployment among women and young people; indeed the main purpose of the programmes described in the report is to motivate them to take up work in agriculture and integrate them into permanent jobs on the land.

Training is given to mixed groups and trainees learn, for example, to drive and maintain agricultural machinery, especially tractors. Theoretical instruction alternates with practical training. About half the women trainees had difficulty in meeting the demands made upon them by the course and they also doubt whether they really will find jobs in this male province and be accepted by the men. These doubts are confirmed by the organizers who, while having every confidence in the women's ability and skills, had noted considerable resistance among the men to the opening up of these traditional men's jobs to women. Another measure is aimed both at imparting basic knowledge to newcomers in agriculture and enabling those already in the industry to acquire qualifications; this course covers agriculture generally and fruit farming and cattle breeding in particular. Here, too, men and women were trained together. In none of these measures in agriculture is there any kind of "support scheme" for the

women participants, which would have facilitated their entry into these men's jobs by providing training to increase their self-confidence or remedying educational deficits where necessary.

We find the second major group of schemes in "men's jobs" in the metal and construction industries (mechanical engineering, electrical engineering, constructional ironwork fitter-machinist, floor coverer, carpenter, crane driver). And here, too, two factors were purposefully taken into account during the preparatory work: the high level of unemployment among women and the shortage of skilled workers in these fields. The initiatives came mainly from the trade unions and very many of the measures were implemented in vocational training centres where there is parity of representation in the administration. Nearly all of them follow an alternating pattern, with the practical part of training being carried out in firms. By no means all of these measures were conceived and implemented with women in mind; often the innovation lies in the fact that courses which have existed for men over the years have at last been opened up to women. The course at the Ravenna provincial school of construction is expressly tailored to meet the needs of women in that it provides for an introductory course, with compensatory educational arrangements, a basic course with manifold training elements for a range of occupations in the building industry, and only then the actual vocational training for these skilled jobs. And yet the results, even in Ravenna, are not satisfactory. Of the women who embarked on the introductory course only one eighth reached the vocational training stage. Barely one half of the women who managed to complete the basic course found employment and two thirds of these very soon gave up their jobs. The umbrella organization of Italian women's associations (Unione Donne Italiane – UDI) kept a close watch on this scheme and considers that its failure was due to the attitudes of both organizers and trainers, who were not convinced that it was worthwhile, and their unconcealed belief that this male preserve was simply no place for women.

In the metal industry the programmes include both initial training and retraining measures. In only one instance is there a supporting measure in the form of discussion groups for the participants, organized by local branches of the UDI. Here the burden for women trainees is particularly great since the training involves a course of evening classes. After a year of attending for nine hours a week the women can qualify as electrical engineering technicians and after a further year (15 hours a week) as electrical fitters. The courses are mixed, the male trainees being employees of the firm which, prior to the commencement of the course, had reached agreement with the initiating trade union about taking on the successful women trainees in due course. Half of the women participants qualified at the end of two years.

Another retraining measure in the metal industry is designed solely for women who are unemployed as a result of being made redundant in the declining textile industry.

These are to be integrated into the pneumatics and oil-dynamics branches of electrical engineering. Here, too, there is an introductory phase with provision for compensatory education, followed by training proper. Nearly 90 % of these women completed retraining and found jobs immediately. The two-year structure of the initial training measure is analogous to that of the qualifying measures for electrical engineering technicians or electrical fitters and here also men and women are trained together. As it still has some time to run, no assessment of the degree of success can yet be made.

Another programme featured in the Italian report is aimed at training women for higher-level jobs in firms usually filled by men. This involves training qualified book-keepers to become what are known as administrative workers. It is true that they were always employed in this field, but this course, through which they can gain a high-level qualification, gives them an opportunity to fill positions hitherto occupied exclusively by men. Their prospects are enhanced by the fact that there is a demand for qualified administrative staff which cannot be met by the full-time vocational schools, which normally train book-keepers. The two courses already completed have proved successful. All the trainees who passed have found jobs and there are few drop-outs.

All the Italian initiatives covered in the report make it clear that the target group of women towards whom the innovative measures are directed are highly motivated. Furthermore, they are well able to cope with the inital difficulties they encounter in these atypical women's jobs. Overall, they can meet the demands made upon them and are quite successful. At the same time, it is everywhere apparent that the male working world, where it encounters these women in the mixed courses, and in its attitude towards the integration of the women into their new occupations, is offering massive resistance to these female "interlopers". For the women the greatest difficulties do not arise from the demands made upon them in the training programmes but from their rejection by [illegible] male colleagues and the lack of understanding for their vocational activities wh[illegible]y so often encounter in their social surroundings.

V. Luxemburg

What is most apparent from the Luxemburg report is what cannot be found in the Grand Duchy, namely innovatory training measures specifically designed for women. A survey taking in over 200 firms and institutions was made to find out where such measures had been initiated and this covered virtually every sector of the economy and the public service. But it must not be inferred from this that the situation of women in the labour market of that country is such that these kinds of initiatives are no longer needed. It is true that the level of unemployment in Luxemburg is very low in comparison with other EC countries (0.8 % overall, men 0.6 %, women 1.1 %) but it affects, above all, women and young people. However, the two programmes initiated by state institutions which are described in some detail in the report did not come about as part of a concept to combat unemployment, nor were they designed to offset the shortage of male skilled workers by employing women. The measures introduced by the Ministry of Education and Science and the Ministry of Posts and Telecommunications are in fact a step deliberately taken to bring about equality of status in society as laid down by the laws of the land.

One such measure opens up a career for women in the higher ranks of the police force or as gendarmerie officers. The course is run jointly by the headquarters of the police, the gendarmerie and the army and the venue is the military training centre at Diekirch Barracks; training is not identical for the two sexes. A two-year practical course is followed by a final training cycle at the gendarmerie and police school. The difference lies in the practical course, which the male cadets complete as volunteers in the army. (There is no compulsory military service in Luxemburg). In the case of the women, on the other hand, provision is made for them to complete this part of the course in civilian establishments. Training is divided into eight parts, which include basic training, learning to drive, a course in another country or service in various police stations.

The twenty women (selected from over two hundred applicants) still undergoing training at present feel themselves particularly drawn to the police's social duties; they are interested in juvenile criminality and drug addicition. Despite some initial problems they are all satisfied with the training given but many found the exertions of physical training a strain.

The initiators and trainers involved in the programme are also satisfied, their initial scepticism having long since vanished. They are impressed by the women's strong motivation and tenacity. But there was dissatisfaction among some of the male trainees, who felt they had been less favourably treated during the two-year quasi-military training. They had no free weekends and had to live in the ordinary barrack rooms, whereas the women trainees have well-equipped and extremely comfortable accommodation at their disposal.

The entire programme is regarded as a success in Luxemburg even though some members of the public and certain sections of the Press seek to depict it as something quite alien and outrageous. Another effect, related to this assessment, emerged during the CEDEFOP survey in Luxemburg. The national research team's search for innovatory vocational training measures for women was so prominently featured in the Press that it was, at least, very effective in increasing public awareness of the problem of "vocational training and equal opportunity". It is possible that such a change of climate will be conducive to the initiation of special measures to benefit women, that there will now be greater readiness to spend public money in implementing such programmes in other branches.

VI. The Netherlands

The Netherlands has the lowest gainful employability ratio for women in the European Community, standing at 28 % in 1977. The unemployment rate (overall 5 % in 1979) is distinctly higher among women than men (1979: 8.1 % and 4.1 %).

The Dutch report covers three orientation projects, an initial training programme for girl school leavers, part-time training for housewives and a qualifying course for unemployed nursery school teachers.

In the Netherlands we find the state vocational guidance service in the district employment offices (GABs), individual private and communal bodies offering support in the occupational choice process and, alongside these, two private foundations which conduct campaigns for the occupational motivation of young girls. The "Marie, word wijzer" Foundation, where the carriers are teachers' associations, women's organizations, trade unions and women's groups within the political parties, is largely financed by these bodies but also receives funds from the Ministry of Education and Science for its motivation campaigns, which are directed towards the target group "schoolgirls". The Anne Frank Foundation sets out to fight social prejudice, discrimination and oppression and this aim also embraces its school-leaver project. Here the term "school leavers" refers to youngsters who leave school very early and, as experience shows, have little prospect of embarking on a well-founded course of training leading to a vocational qualification. In developing these measures the social education department of the Anne Frank Foundation decided that for this group of youngsters, in which the percentage of girls is particularly high, vocational-field-related orientation is just as necessary as general, easily-understood information about the labour market. The school-leaver project is financed jointly by the Anne Frank Foundation, the Ministry of Culture, Leisure and Social Affairs and the Netherlands Commission for Public Welfare. It was first introduced at a vocational-field-related secondary school in Amsterdam but can now be found throughout the country.

The publications produced by the "Marie, word wijzer" project are addressed not only directly to the girls but also to the teachers and parents, who are indirectly involved in their choice of occupation. The aim of the Foundation is to have more girls remain longer at school and that they should, to a greater extent than hitherto, contemplate atypical women's areas when choosing subjects at secondary level. For this reason the Foundation includes as a target group the young girls in the sixth class at primary school, before they proceed to the "bridging year"[20] and thence to the various secondary schools. The Anne Frank Foundation's school-leaver project is, of course, directed at older schoolgirls already established at secondary level in the domestic science and commercial schools. It is in these two types of school that most lower class girls are to be found; following primary school and the bridging year they spend the re-

mainder of their compulsory education period there. The aim of this initiative is to ensure that in these schools, hitherto so one-sidedly oriented to typical women's jobs, more aspects of the labour market and the opportunities it presents are introduced, with more instruction on occupational choice specially designed for these girls.

In order to be in a position to evaluate its activities the "Marie, word wijzer" Foundation commissioned a study, concentrating in particular on teachers in the various levels of schools concerned. It was found that nearly 90 % of all teachers receive the Foundation's publications; a good 50 % thought it important to raise the problem of training and occupational choice with the girls as early as the sixth class at primary school because at this juncture the transition to secondary level looms large in their discussions and the choice of school partially determines their future careers. But over 40 % of the teachers attached no great importance to this problem. They consider that sex is not a factor in the desire for further training, that it is entirely a matter of intelligence and application. The demand for the Foundation's brochure has increased recently, but it is not known whether this is due to the revised contents and changes in distribution – boys are now included – or, in part, to the more favourable attitude among the general public towards women's emancipation.

The Anne Frank Foundation's school-leaver project has been well received by the pupils at vocation-oriented secondary schools, but both teachers and pupils were of the opinion that the programme should start even earlier. They confirmed the need for this kind of instruction about the world of work. But the organizers encounter difficulties because the schools are often unwilling to integrate the project into their curricula and because the employment offices regard vocational guidance and everything connected with it as their province. They are not prepared to collaborate in the project.

The initial training programme for girl school-leavers in Rotterdam is based on the assumption that the girls who are still obliged to attend part-time vocational school are not to be found in the technical and commercial courses which are available at the full-time vocational schools but in the general education groups, where schooling does not lead to vocational qualifications. Only a minimal number of these subsequently take up vocational training. The course for cosmeticians came about through the initiative of a beautician who was already teaching this as an optional subject. She had found that many girls in the general education groups would prefer to train as cosmeticians and the outcome was the establishment of such a course at the De Slaak Streekcentrum voor Vorming en Opleidung, financed by the Ministry of Education and Science. A private organization which normally provides this kind of training in the Netherlands cooperates in the final examinations. It is a two-year course but at the end of the first year the girls can acquire a certificate which entitles them to practise

their profession under qualified direction and supervision. After a further year they have the right to open their own business in this branch. When the course was started the training centre established contacts with the employment office and the national professional association of cosmeticians in order to clarify the labour market prospects for the trainees.

Even though one cannot regard the work of a cosmetician as being exactly a new occupation for women, nevertheless the fact that through this course the young girls now leave the training centre with a vocational qualification does represent an innovation. Training at the centre differs from that normally given at the private schools for beauticians. Not only is it far cheaper but it also includes a number of important general education subjects. No final comment can be made on the girls' integration into the labour market as the courses are still running, but the participants are certainly full of praise and there is a great demand for training places.

The part-time training course for persons to care for the old leads to a state-recognized qualification and provides an opportunity for women who are keen to take up employment in addition to looking after their families. Open to women over the age of 27 who are either taking up employment for the first time or returning to work after an interval, it offers permanent employment in a field where their qualification can serve as a stepping-stone to training at a higher level.

The programme was developed by the national foundation for the training of persons to care for the old, which is a recognized training institution, together with the district employment office in Amsterdam and the Ministry of Social Affairs.

At the commencement of training the women trainees are placed in an old people's home which is then responsible for them throughout the twelve-month course. Thus with this type of training the participant is also certain of having a job.

The innovative aspect of this programme is, firstly, that both in content and didactically it is specially tailored to the needs of women who want to be integrated (or reintegrated) into the world of work. Secondly it combines theoretical and practical training; theoretical instruction takes up about one-fifth of the course and is given at the place of work. The employer has to give his consent for this arrangement, of course, and while training is proceeding he becomes accustomed to a part-time relationship with these potential qualified workers.

Another feature of this project is the duration of training. Because of the experience of both work and life which these women have gained while running a home and rearing a family, it has been found that, for them, the course of training for the state-recognized qualification in this field can be reduced from two years (as prescribed for young girls) to one year.

The fact that this acquired experience is seen to be both useful and valuable in the new field of work increases the women's motivation.

Trainees, employers and organizers are all enthusiastic about this form of training which, having been successfully tried out, is now available in about ten different localities, where there is a demand for this type of worker.

To date, a total of 600 women have completed the course and found employment as qualified workers on a half-day basis.

Another project specially designed for housewives wishing to re-enter the labour market was launched as an experiment and has now developed into a permanent scheme. This is intended for former nurses whose children are growing up and who want to return to their old profession on a part-time basis.

Together with the employers (i. e. hospitals) and the Ministry of Health, the Ministry of Social Affairs developed a three-month referesher course for this group.

To date, thanks to this measure, some 400 former nurses betwenn the ages of 30 and 55 have been able successfully to resume nursing on a half-day basis.

The scheme for enabling unemployed nursery school teachers to secure a qualification is an experimental project limited to a period of nine months. The objective is to give nursery school teachers who became unemployed immediately after leaving vocational school at the end of their training a level of qualification that will improve their prospects of finding a job. There is also the fact that while they remain unemployed these girls have no opportunity to apply the knowledge and skills they have acquired or to keep abreast of the latest developments in their field. The programme gives them a chance to learn more about certain aspects of their work with children, such as didactic games, developmental psychology etc.. The trainees also deal with such subjects as the position of women in society and the programme includes the provision of information about other possible occupations for which there are better prospects in the labour market, and about continued study and allied activities. The extent to which this scheme will ultimately succeed remains to be seen.

The European initiatives for the vocational training of women and girls and for opening up new paths in initial training, further training, retraining and reintegration have much in common. The measures to open up atypical skilled occupations and managerial jobs are intended to show that a large number of occupations and positions formerly filled exclusively by men are equally suitable for women and can be satisfactorily filled by them. In the various programmes research is directed towards finding out what problems can arise for trainees, both on and off the job, in connection with their training, and how such problems can be solved. In addition, measures for informing and motivating the young women and their parents, for preparing the trainers and for supportive actions are to be developed. It is hoped that the results of the various initiatives will yield knowledge that can be usefully applied generally, also at European level, in order to arrive at standard measures in the vocational training systems.

Overall, it was apparent from the nine national studies that the problems arising for various people taking part in innovatory vocational training measures are attributable less to the training itself than to existing social attitudes and behaviour patterns with regard to the roles of men and women. Even when educational deficits or difficulty in comprehension created problems, these were overcome through an introductory phase or supplementary tuition. The main difficulties encountered by women and girls when they want to be trained for occupations hitherto regarded as atypical for their sex, or when they set out, through the acquisition of qualifications, to reach managerial positions which have always been filled by men, spring from the concepts of the division of labour between man and woman that are still prevalent. Indeed the suggestions for changes and improvements made by trainers and pilot scheme providers everywhere, and by the women themselves, are also clearly aimed at breaking down these role stereotypes.

All too often, preparatory vocational education in schools and careers counselling are still based on a sex-specific division of the labour market. The measures themselves should be preceded and accompanied by an intensive public relations campaign. The participants need precise advance information about the programme, its aims and its socio-political implications. This also applies to their families, their teachers and their future trainers.

The decisive importance of such supporting measures is unquestioned. They are particularly important during training; the socio-pedagogic care of girls undergoing initial training has a motivating and stabilising function, especially for those who failed to secure a training place for the occupation they first chose. Equally important is the preparation of trainers for the new group of female trainees with which they will be confronted. And in the case of retraining and qualifying programmes for untrained and

and unemployed women, or reintegration measures, socio-pedagogic care is virtually indispensable. In this target group we find something that is not met with in initial training, namely serious technical difficulties. In most schemes efforts are made in an introductory phase, which precedes the actual vocational training, to remedy educational deficits, accustom the women to learning and working behaviour and direct their psychological development towards greater self-confidence and personal autonomy.

In practice it has become apparent that this socio-pedagogic care is needed throughout training – indeed that after-care is advisable. More practical help is also needed for women trainees with children, in the form of day care facilities and support in coping with domestic tasks, if the high drop-out rate which is a feature of this kind of measure is to be reduced. Another factor affecting the drop-out rate is the allowance paid during training which, for many women, is inadequate. Often they will abandon training because they have been offered some odd job where they will earn more. Of course there is a legal basis for this training allowance in each country, so increasing the amounts paid is not an easy matter. Possibly additional financing through the European Social Fund could contribute towards the success of these measures too.

When we look at the schemes described in the second part of this synthesis we find that, overall, there were fewer supportive measures which could have prepared not only the women themselves but also their male colleagues, their trainers and their future employers to accept the fact that the aim now is gradually to bring about the end of the sex-specific division of the labour market. That the greatest importance is attached to such measures is, however, demonstrated by the constantly recurring, almost stereotype statements made by women who were asked to evaluate the programmes. Again and again they complained about resistance and lack of understanding on the part of their male colleagues, trainers, employers and, indeed, their own husbands; but they also referred to their own inability to assert themselves, their lack of self-confidence, the double burden created by a new job coupled with the usual domestic tasks. Nevertheless, nearly all of them praised the contents of the programmes and constantly emphasised the opportunities which participation in the schemes opens up for them in the labour market.

The concepts for supporting measures are based on the assumption that throughout society, and especially in the working world, traditional attitudes about the roles of the sexes prevail and that the integration of women into former male preserves demands such supportive actions. In all the countries it was unanimously agreed that once women and girls have embarked on their atypical training, i. e. it has become an established fact, the prejudices held by parents, trainers and employers against women in men's jobs slowly but surely disappear. Skilled women workers in male-dominated areas of the economy are now conceivable, indeed accepted, but there are still barriers

between them and the higher positions on their particular occupational ladder. Whereas male trainers and organizers express considerable optimism about the women's suitability for employment and their chances in the labour market, when it comes to promotion prospects they suddenly refer once more to the women's lower level of motivation or to their domestic commitments, which preclude their taking over managerial positions. It would appear that here both competitive attitudes and social reservations play their part, for no factual arguments are advanced.

In connection with innovative vocational training measures, three problem areas are often referred to which have a marked effect on the position of women in the labour market and their access to it: working hours, worker protection regulations and legislation concerning social equality for men and women. Experience – partic ly in the British initiatives – has shown how much many women want more flexible working hours, and that part-time work or training on a part-time basis need be no less qualified than full-time activities. Today more and more women want to combine a job with running their homes. Flexible part-time work for qualified women is surely a way of achieving this, and here one envisages not only half-day employment but also working in blocks of days, weeks or months and even job-sharing. But we must not lose sight of the fact that this possibility must be open to men as well as women, and that the aim must be to make it unnecessary one day, when a general reduction in working hours comes about.

The entry of women into areas of the economy formerly reserved for men necessitates a revision of the worker protection regulations. When one considers the structural changes brought about by technological progress one often has the impression that these regulations would hinder rather than protect women at work. Moreover, this long-overdue revision is not only a matter of abolishing some outdated regulations relating to women but also of extending others to cover men. Occupational physiology studies increasingly indicate that when it comes to worker protection it is not only physical stress that matters – nervous and psychological strains play at least an equal part.

With particular regard to the occupational advancement of women, which manifestly still presents a more formidable hurdle than their training and integration into "men's jobs", it must be asked whether, and if so to what extent, legislation against sex discrimination and the resultant measures, including quota systems, can bring about a change. Certainly the desired change in social awareness with regard to the roles of the sexes cannot be brought about by laws alone. Nevertheless, as a framework they are essential. But we must beware that the positive pressure exerted by the two EC guidelines on equal pay and equal treatment in the labour market on the governments of the nine Member States does not merely result in formal anti-discrimination laws. For it can be seen that while the countries fulfil their legislative obligations, this still does

not create any effective mechanism for bringing about equality of status in reality, and particularly in the day-to-day life of the working woman. The example of Belgium clearly demonstrates that while, thanks to progressive legislation, there is formal equality of status, this simply does not suffice to do away with the results of centuries of discrimination against women. It just is not enough to open up the male provinces of the labour market to women, as is being done in Belgium and elsewhere. If they are really to assert their rights, women need active assistance. As far as vocational training is concerned this is not merely a matter of giving them training which was, perhaps, not previously available to them; through manifold supportive measures they must be enabled to cope with situations and tasks which are, for them, new and quite atypical.

The equal status or equal rights commissions which already exist in most of the EC countries have been most helpful with regard to these very necessary intiatives. Their activities are not limited to seeking out and eliminating existing discrimination, a task for which they must have adequate powers; it is also up to them to suggest special measures to deal with the fact that although women have now achieved equality of status in law, this equality has by no means been translated into everyday reality. In individual instances this can also lead to positive discrimination. An exemplary action here is the initiative taken by the Danish Equal Rights Commission which, within the framework of the vocational training programme for longterm unemployed, promoted and implemented a special course for women. Another step in the same direction is that taken by AnCO, the Industrial Training Authority in Ireland, which has established a course to enable women to qualify for higher appointments in its specialised and technical fields, where they are still thin on the ground. In order to eliminate, to some extent, the disadvantages suffered by women in a certain field, men are also excluded from this course and a number of higher positions which one would expect to be filled by male staff are "reserved" for the women trainees.

But public discussion about such developments, about equal status commissions and legislation and their effects, especially on the labour market, shows that, more and more, it is being generally realised that equality of opportunity for women is not a problem that merely affects them but part of a wider socio-political goal.

Footnotes

0) Six of the British measures do not conform in every respect with the criteria laid down by CEDEFOP but, like the measures in Part II, have innovatory effects.
1) EUROSTAT, Employment and unemployment 1972–1978, Statistical Office of the European Communities, Luxemburg 1979, page 82.
2) 1976 figures.
3) Randzio-Plath, Christa, Europa – eine Chance für Frauen, Der Kampf um die Gleichstellung ist nicht verloren. 1st edn., Baden-Baden 1978, page 131.
4) Commission of the European Communities, The European Community and work for women, Supplement No. 2 to Women of Europe. Brussels 1979, page 3. No year is given for these statistics.
5) Randzio-Plath, Christa, ibid., pp. 177–182.
6) EUROSTAT, Employment and unemployment 1972–1978, ibid., page 126.
7) Randzio-Plath, Christa, ibid., page 179.
8) EUROSTAT, Selected figures: Out-of-school vocational training, age and activity, Community 1973–1975, Statistical Office of the European Communities, Luxemburg 1978, page 15.
9) Industrial Training Boards (ITBs) were set up by the Department of Employment. They control training in the various branches of industry and also provide training in their own centres.
10) The Manpower Services Commission (MSC) administers the employment and training services and is also responsible for vocational guidance and placement.
11) The Federal Institute for Vocational Training (Bundesinstitut für Berufsbildung) is an advisory organ established by the federal Government. One of its most important tasks is the drawing up of uniform concepts for vocational training.
12) The vocational training "enveloppe globale" is made up of the Fonds de la Formation Professionnelle, which is coupled with the Prime Minister's budget, and funds from the budgets of various ministries.
13) FAFs can be established only on the basis of an agreement between employers and trade unions, whether at firm, occupational group, Land or regional level. Thus their coverage can vary considerably, ranging from a single firm to an entire occupational area. Their modes of functioning may also differ, depending upon the terms negotiated by their founders. All of them, however, have to be approved by the state.
With the establishment of the training insurance funds (FAF), legislative provision has been made for joint administration of their training funds by the social partners on a parity basis. For their part, the FAFs guarantee the financing of training costs and the payment of wages to employees while they are undergoing in-firm further training or on special training leave.

14) Pursuant to the law of 16 July 1971, employers with more than 10 employees are required to make a minimum contribution of 1.1 % of their total payroll for further vocational training. This is distinct from the "apprenticeship tax", a levy used exclusively for initial technical and vocational training.

Employers can fulfil their obligation in a number of ways:

- by financing training schemes for their own employees; these can be organized within the firm or run at group training centres with which they conclude annual (or longer) contracts known as "conventions de formation";
- by paying the contribution to a training insurance fund (FAF), where the customary procedure is to pool all sums contributed by employers; in 1978 the FAFs received 7 % of the sum total of the employers' contributions;
- by paying up to 10 % of the obligatory contribution to bodies recognized at Land or regional level to assist them in conducting research, testing pedagogic methods or investigating training and information requirements;
- by contributing towards the financing of training measures for jobseekers at training centres bound by contract to the state; this regulation was introduced through legislation passed in July 1976.
- by contributing towards the financing of training measures for unemployed youngsters and women. In this case a sum amounting to 0.2 % of the total payroll is paid directly to the state and this counts towards the 1.1 % vocational training levy (an option open to employers since 1978).

There is a comparable vocational training levy in the UK but not, at present, in the Federal Republic of Germany.

15) EUROSTAT, Employment and unemployment 1972–1978, ibid., pages 82 and 126.

16) The law of 17 July 1978, aimed at harmonization, amended the conditions governing the payment of training remuneration to those undergoing vocational training.

Pursuant to this:

- jobseekers receive, throughout the course, an allowance from the state amounting to 70 % of their last wage;
- workers made redundant for economic reasons receive unemployment benefit which they would otherwise draw from UNEDIC;
- some categories of young persons and women are accorded equality of status with jobseekers and receive an allowance amounting to 90 % of the statutory minimum wage (SMIC).

17) They can range between 90 % and 120 % of the current SMIC, the rates being calculated on the basis of the family situation, number of children etc.. For exemple, a mother with three children or the mother in a one-parent family recei-

ves 120 % of the SMIC. This information is valid only for the period covered by the report (cf. item 16).

18) ONEM, Office National de l'Emploi, is the Belgian employment office service. It comes under the Ministry of Labour but there is parity of representation in its administration. ONEM has two main departments, one dealing with unemployment insurance and the other with placement. It has its own vocational guidance, vocational information and orientation centres, also vocational training centres which not only provide training but also cooperate with employers and vocational schools.

19) AnCO, the Industrial Training Authority, is responsible for industrial training in Ireland. This government agency also has its own training centres in various parts of the country.

20) In Dutch schools the first year at secondary level is known as the bridging year; it is a kind of orientation stage. During this period instruction is uniform for all pupils, in order to enable them to change over to other schools and to orientate them to the various specialized departments of the secondary vocational schools.

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86