

**CENTRE FOR
RESEARCH ON
WORK AND
SOCIETY**

**CENTRE DE
RECHERCHES
SUR LE TRAVAIL
ET LE
SYNDICALISME**

276 York Lanes
York University
4700 Keele Street
North York
Ontario
M3J 1P3

Phone
416-736 5612

Fax
416-736 5916

E-mail:
sbelas@yorku.ca
crws@yorku.ca

visit us on the web
[http://www.yorku.ca/
research/crws/
network/](http://www.yorku.ca/research/crws/network/)

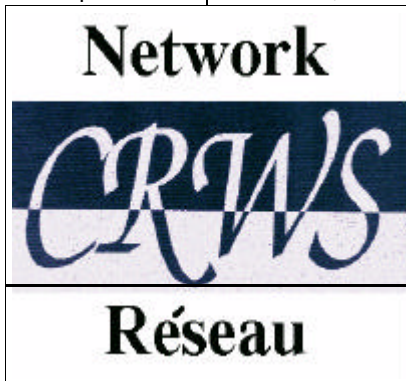
Welcome from the Coordinator

Dear All,
In the 1980s, when Carla Lipsig-Mummé, Director of the centre for Research on Work and Society, was teaching Industrial Relations at Laval University and Concordia University in Quebec, where she also kept close

relations with the labour movement, particularly the Centrale de l'Enseignement du Québec (Quebec Teachers Union), she had a dream. She

dreamed of creating a network, which would join not only the world of Labour and the world of academic research, but would also link the Francophone research world with the Anglophone one, across Canada and abroad. Thanks to the Social Sciences and Humanities Research Council of Canada and York University, as well as the support of colleagues, among them economists, union leaders, political scientists, sociologists, industrial relations experts, and com-

munity trainers, Carla's dream came true and the Labour Education and Training Research Network (Training Matters Network for short) was created in December 1996. Since then, the increasing challenges represented by the context of glob-



alization, deregulation and devolution of training to the provinces, have underlined the importance of the

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Salutations de la Coordinatrice du Réseau

Bienvenue,
Lorsque Carla Lipsig-Mummé, Directrice du Centre de Recherche sur le travail et le syndicalisme, enseignait les relations industrielles dans les années 1980, à l'Université Laval et à l'Université Concordia au Québec, où elle entretenait une collaboration étroite avec le mouvement syndical, particulièrement la Centrale de l'éducation du Québec (CEQ), elle nourrissait un rêve. Celui de créer un réseau qui joindrait le monde syndical et le monde universitaire, tout en reliant les deux mondes de la recherche Francophone et

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Notes on my visits to three German Institutes/Foundations.

*Dr. Helmar Drost
Professor of Economics,
Atkinson College,
York University*

While on sabbatical leave at the University of Konstanz I visited one research centre and two foundations which are conducting analytical and policy studies in fields broadly related to our network activities.

**Zentrum für Europäische
Wirtschaftsforschung (ZEW)
Centre for European
Economic Research.**

This centre, associated with the University of Mannheim, has a large labour market analysis group which conducts studies covering a wide range of topics in the labour field. Some of the recent research

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Welcome from the Coordinator

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Training Matters Network.

This Network, which I have been coordinating since May 1997, brings together training researchers from 14 universities, 5 community colleges, as well as training practitioners from 20 organisations across the country. In Canada, our members come from British Columbia, the Yukon, Saskatchewan, Ontario, Quebec, Nova Scotia, Newfoundland and New Brunswick. We have also joined with researchers in Europe and Australia, and have made arrangements to have our research published in their countries.

We hope to create a national forum to bring forward best practices in the training industry and to examine the providers of training: the public policy which creates, shapes and limits them, their role in the success or failure of training. We see the providers of training as divided into 3 sectors: public, commercial, and community-associative. We are examining the training industry's labour market, and the competition developing between public and private providers, and between both the community-associative sector, and the state. We also look at the relationship between the providers of training, the organisations which buy it, and those who receive it, the fragmented populations of the trained.

Have universities and community colleges engaged the training challenge as they should? Have secondary schools adjusted to the new needs of the labour market? How does the growth industry in school-corporate partnership change the structure of the training industry and its potential for working effectively? How well is this training industry regulated, both in terms of practice and in the training of trainers? Should it be more regulated, and if so, in what ways?

Training should be a dialogue between the world of work and the world of education, but a dialogue whose conclusions need to be communicated nationally. Quebec is

breaking new ground on the financing of training and licensing of trainers. British Columbia has developed innovative programmes to bring the traditionally excluded, not only into training programmes, but into training to become trainers. We have a lot to learn from each other. We also have a great deal to learn from Germany, Australia, France, the United Kingdom, Sweden and Japan.

In Germany, and in the UK we look at apprenticeships. In Belgium, France and Australia, we examine at the changing parameters of government organisation of training. In Sweden and Japan, we examine divergent outcomes between labour market goals and the source of training provision. Our goals are therefore: 1) to study the training industry, through the analysis of providers of training in Canada and abroad; 2) to encourage a greater integration between universities, community colleges and work organisations for training, and the study of the study of the provision of training, and 3) to create a privileged space for real national exchange of knowledge and best practice. We hope to achieve these goals through: 1) an ambitious integration of academics and practitioners; 2) sharing existing knowledge and 3) wide dissemination and replication of best practices in a variety of accessible ways.

What have we achieved so far? We held our first conference in May 1997 and funded 17 research projects. We are launching this, the first issue of the Network Newsletter, establishing a website

(www.yorku.ca/research/crws/network/) and preparing for our second Network annual conference which will take place May 24-26. This Spring we will be holding our third round of adjudication of research proposals. On 31 May, 1998, we will be participating in a joint presentation of

the 5 Networks at the forthcoming Congress of the Social Sciences and Humanities in Ottawa. We have engaged in active collaboration with the four other SHHRC established and funded research networks on education and training over issues of common interest in the past. For instance, in November 1997, we participated in a joint session at a conference organized by Tele-learning Network of Centres of Excellence in Toronto. We hope to publish information about other SHHRC funded Strategic Networks on Education and Training in this forum, each and every issue.

We see this newsletter as part of this ongoing process.

In this first issue, we spotlight current network projects, report on the work of other Strategic Research Networks in Education and Training, keep you posted on current publications and projects, conferences and research from around the world and point you in the right direction for electronic resources available on the world wide web.

This newsletter belongs to you. I am therefore inviting you to send us your articles and information on your activities which you would like published, as well as your comments and suggestions on the content and format of this newsletter, in order to help us improve it.

Looking forward to seeing you at the Network Conference in May,

Saida Belas
Network Coordinator

Training should be a dialogue between the world of work and the world of education, but a dialogue whose conclusions need to be communicated nationally.

International Perspectives

FINLAND

<http://www.minedu.fi/infostrategy/tomined.html>

On 13 September 1994, the Finnish Ministry of Education set up an Expert Committee to prepare a national strategy for education, training and re-

search in the information society. The Expert Committee met six times. This strategy document contains both the Expert Committee's opinions and proposals for methods of utilizing information technology to raise the levels of education and research, thus improving the opportunities available to citizens

to obtain and use information. A more detailed action programme accompanies the strategy.

EducaWeb Forum Permanent Education-Formation
<http://www.educaweb.org/>

En brisant les frontières de l'espace et du temps, ce serveur "Forum de l'Education et de la Formation" ambitionne d'établir un dialogue permanent autour des problématiques complexes liées à la compréhension de la place que peut avoir la fonction formative dans l'emploi, la vie économique mondialisée et le progrès social.

Massachusetts

Economic Research, Analysis, Technical Assistance and Training www.state.ma.us/det/lmi-info.htm

Publications analyzing labour and industry trends, support for employment and training programs, occupational information, plant closings and layoffs. Also home to the automated State Education and Training Programs Inventory.

Education and Training for New Forms of Work

Training Matters participates in TeleLearning NCE Annual Conference

TeleLearning '97: Opening Worlds of Learning, Second annual conference of the TeleLearning Network of Centres of Excellence, November 4-6, 1997, Toronto,

The Training Matters Network took part in the Second Annual Conference of the TeleLearning Network Centre of Excellence at the Toronto Sheraton Centre. Tom Carey, of the Universities of Waterloo and Guelph, and Co-Leader of "Workplace and Continuing Education", chaired a 90 minute panel session, highlighting other significant research initiatives in education and training in Canada.

The session was in the TeleLearning's Partnering Opportunities track, whose aim is to identify possible opportunities to communicate or partner with projects funded by the five SSHRC Strategic Research Networks, including the Training Matters Network. The conference drew about 500 participants, including most of the 130 TeleLearning's principal investigators, as well as representatives of its client community (public and private sector companies, unions, schools, colleges, and universities).

Network Leaders of the SSHRC Research Networks in Education and Training described their research programmes and indicated the possibilities for linkages and collaborations. They were:

1. The Network for the Evaluation of Education and Training Technologies (EvNet) Carl Cuneo, Professor of Sociology, McMaster University;
2. The Research Network for New Approaches to Lifelong Learning, David Livingstone, Professor of Sociology, OISE/UT;
3. The Labour Education and Training Research Network,

Saida Belas, Coordinator, Centre for Research on Work and Society, York University;

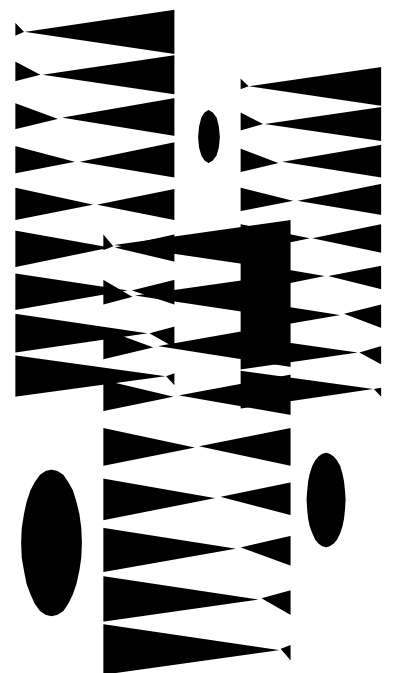
4. The Western Education and Training Research Network, Jane Gaskell, Associate Dean, Faculty of Education, University of British Columbia;

5. The Education, Training and Employment Research Network Marcelle Hardy, Professor of Educational Sciences, Université du Québec à Montréal.

For more info, contact:

Joanne Curry, Executive Director
TeleLearning Network of Centres of Excellence
Room 9701, Applied Sciences Building
Simon Fraser University
8888 University Drive
Burnaby, BC, V5A 1S6
TEL: (604) 291-5396
FAX: (604) 291-3439
<http://www.telelearn.ca/conference>

The conference topics are available on line at:
<http://www.telelearn.ca/conference/summaries.html>



Salutations de la Coordinatrice du Réseau

(Continued from page 1)

Anglophone à travers le Canada, et à l'étranger. Grâce au Conseil de recherches en sciences humaines du Canada (CRSHC), et à l'Université York, ainsi qu'au soutien de quelques collègues incluant des syndicalistes, des économistes, des politologues, des sociologues, des spécialistes en relations industrielles, et des organisateurs communautaires, le rêve de Carla se réalisa et le Réseau de recherches en matière d'éducation et de formation professionnelle vit le jour en décembre 1996.

Depuis, dominée par la globalisation, la déréglementation et la dévolution de la formation professionnelle aux provinces, la conjoncture politique et économique que nous vivons donne à ce réseau une importance accrue.

Ce Réseau, dont j'assure la coordination depuis mai 1997, rassemble des chercheurs dans 14 universités et 5 collèges communautaires, ainsi que des praticiens de la formation, dans une vingtaine d'organisations au pays, incluant la Colombie-Britannique, l'Ontario, le Yukon, la Saskatchewan, le Québec, la Nouvelle Écosse, Terre-Neuve et le Nouveau Brunswick. Nous collaborons également avec des chercheurs européens et australiens, qui sont prêts à publier

les résultats de nos recherches.

Ce Réseau vise à créer une tribune nationale pour mettre de l'avant les meilleures pratiques de l'industrie de la formation et examiner les fournisseurs de la formation: la politique d'intérêt public qui les crée, les façonne et les limite, leur rôle dans le succès ou l'échec de la formation. Les fournisseurs de la formation sont divisés en 3 secteurs: Nous nous proposons d'examiner le marché du travail de l'industrie de la formation et la concurrence qui se développe entre les fournisseurs publics et privés d'une part, et entre le secteur communautaire-associatif et l'État, d'autre part. Nous examinons également la relation entre les fournisseurs de formation, les organismes qui l'achètent, et les populations fragmentées des personnes qui la reçoivent.

Les universités et les collèges communautaires relèvent-ils le défi de la formation comme ils le doivent? Les écoles secondaires se sont-elles adaptées aux nouvelles réalités du marché du travail? Comment l'industrie croissante des partenariats école-entreprise influence-t-elle la structure de l'industrie de la formation et ses chances d'être efficaces? Cette industrie de la formation est-elle bien, tant en

termes de pratique qu'en termes de formation des formateurs?

Devrait-elle être réglementée davantage, et si oui, de quelles façons? Le Québec innove en matière de financement de la formation et d'accréditation des formateurs. La Colombie-Britannique élabore des programmes innovateurs pour intégrer les groupes traditionnellement exclus, tant dans les programmes de formation que dans la formation de futurs formateurs. Nous avons beaucoup à apprendre les uns des autres.

Nous avons également beaucoup à apprendre de l'Allemagne, de l'Australie, de la France, du Royaume-Uni, de la Suède et du Japon. En Allemagne, et au Royaume-Uni, nous examinons les programmes d'apprentissage. En Belgique, en France et en Australie, nous examinons les paramètres changeants de l'organisation de la formation par le gouvernement. En Suède et au Japon, nous examinons les résultats divergents entre les objectifs du marché du travail et la source

La formation se doit non seulement d'être un dialogue entre le monde du travail et celui de l'éducation, mais aussi un dialogue dont les conclusions doivent être diffusées à l'échelle nationale

Canadian Labour Force Development Board Launches Websites

The Prior Learning Assessment and Recognition Web Site has just been completed and available at <http://www.plar.com>, brought to you by the Canadian Labour Force Development Board.

The site contains information about Prior Learning Assessment and Recognition and the Canadian Labour Force Development Board's involvement with the development of National Standards

in this field, as well as a number of background papers, including the Skills and Knowledge Profile (SKP) Research Project: A Consultation Workplan (February 1997) and the PLAR National Implementation and Standards - a Policy Paper (July 1996). The site is also a platform for the CLFDB and the PLAR Steering Committee to promote their conferences and workshops.

The Sector Councils' Steering Committee has just launched

their new site at <http://www.councils.org>. This site has been developed as a Web-based gateway to the 23 Sector Councils of the Canadian Labour Force Development Board, many of which have Web sites of their own. The hope is that the site will improve communication amongst the Sector Councils themselves, as well as between the Sector Councils and industry, government and other groups with human resource concerns.

Salutations de la Coordinatrice du Réseau

de la prestation de la formation.

Nous nous sommes assignés les objectifs suivants: 1. étudier l'industrie de la formation, en analysant les fournisseurs de formation au Canada et à l'étranger; 2. encourager une plus grande intégration entre les universités, les collèges com-

munautaires et les organisations du travail pour la formation et l'étude de la prestation de la formation; 3. créer un lieu privilégié pour un réel échange national des connaissances et des meilleures pratiques. Enfin, nous proposons de le faire en encourageant une plus grande intégration des universitaires et des praticiens de la formation, en partageant les connaissances actuelles, et en diffusant sur une grande échelle, les meilleures pratiques, sous des formes variées et accessibles au plus grand nombre de personnes possible. Nous espérons que le présent bulletin nous aidera dans cette tâche.

Enfin, nous proposons de le faire en encourageant une plus grande intégration des universitaires et des praticiens de la formation, en partageant les connaissances actuelles, et en diffusant sur une grande échelle, les meilleures pratiques, sous des formes variées et accessibles au plus grand nombre de personnes possible. Nous espérons que le présent bulletin nous aidera dans cette tâche.

Qu'avons-nous réalisé jusqu'à présent? Nous avons tenu la toute première conférence du Réseau

en mai 1997. Nous avons financé 17 projets de recherche. Nous venons, en outre, de lancer le premier numéro du Bulletin du Réseau. D'autre part, nous travaillons sur la préparation de notre site web, ainsi que notre seconde conférence, prévue pour les 24-26 mai prochain, à Toronto.

Auparavant, le 1er mai, nous tiendrons notre troisième ronde de sélection de propositions de projets de recherche. Parallèlement, notre collaboration avec les 4 autres Réseaux stratégiques de recherches sur l'éducation et la formation, qui sont aussi financés par le Conseil canadien de recherches en sciences humaines, est bien engagée. A cet effet, nous avons ensemble pris part à une session conjointe, dans le cadre d'une conférence organisée à Toronto, en Novembre 1997, par le Réseau Télé-Apprentissage des Centres d'Excellence. Nous projetons, en outre, lors du prochain Congrès des Sciences sociales et humaines, qui se tiendra à Ottawa, de faire une présentation conjointe de nos 5 Réseaux, le 31 mai 1998.

Ce bulletin est le vôtre. Je profite de l'occasion pour remercier tous ceux et celles qui ont contribué du matériel pour cette édition. Je vous invite toutes et tous

à me faire parvenir vos articles, informations sur les activités que vous voudriez publier, ainsi que vos commentaires et suggestions sur la forme et le contenu du Bulletin, afin que nous puissions ensemble l'améliorer.

A bientôt,

Saida Belas,
Coordinatrice du Réseau



Créé au début des années 70, le Centre d'études et de recherches sur les qualifications a pour mission de procéder à des études et des enquêtes sur la relation formation-emploi. Ces travaux visent à éclairer les pouvoirs publics (État, régions notamment) et les partenaires professionnels et sociaux dans l'élaboration et la conduite de leurs politiques de formation professionnelle et de gestion des ressources humaines.

En 1985, devenu établissement public autonome, placé sous la double tutelle du ministère de l'Éducation nationale et du ministère chargé de l'Emploi, le CEREQ a élargi ses travaux aux acquisitions et à la certification des compétences, ainsi qu'aux mobilités professionnelles, tout au long de la vie active. Il diversifie ses collaborations avec le monde de la recherche comme avec les professionnels et les administrations locales et développe son réseau régional tout en renforçant ses activités européennes.

En plus du Directeur, Vincent Merle, du Directeur adjoint, Philippe Méhaut, et du Secrétaire général, Claude Wittebroodt, le CEREQ comprend 125 personnes, dont 71 ingénieurs.

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Enfin, nous proposons de le faire en encourageant une plus grande intégration des universitaires et des praticiens de la formation

Coopération internationale, Francophonie

<http://ciffad.francophonie.org/>

Le Consortium international francophone de Formation à Distance (CIFIAD) est un réseau d'établissements de formation ouverte et à distance de la Francophonie.

Il est animé par la Direction de la Formation à Distance de l'Agence de la Francophonie logée, au sein de la Direction générale de l'Éducation et de la

Formation, à l'École internationale de la Francophonie de Bordeaux (FRANCE).

Depuis 1987, le Consortium international francophone de formation à distance (CIFIAD), créé par le Sommet francophone de Québec, anime un réseau de coopération entre des institutions francophones de formation à distance de la Francophonie.

German Research Institutes

(Continued from page 1)

deals with the effects of centralized versus decentralized bargaining on wage and employment outcomes in EU countries, labour migration within and between EU countries, earnings trends across skill groups and industries in Europe, sectoral wage formation and working time, the effects of German unification on Germany's labour market, etc.

A team, consisting of four to six researchers, focuses on training questions, in particular, apprenticeship training. The following projects could be of interest to members of our network group:

Transition from school to work. This study makes use of data

Winfried Heidemann et al. *Le Dialogue social et la formation continue en Europe: nouveaux défis pour les syndicats.* Berlin: édition Sigma, 1994.

Rapport d'un projet de recherche co-financé par la Commission des communautés européennes dans le cadre du programme Formation Continue en Europe (FORCE), cet ouvrage présente les conditions-cadres du Dialogue social sur la formation continue dans les États membres de la Communauté européenne, afin de fournir des informations de base sur les différents pays aux experts de la formation professionnelle des autres pays. Il contient, entre autres:

1. une analyse comparative à l'échelle européenne de ces informations sur la politique de formation continue que mènent le syndicats au sein du Dialogue social;
2. un chapitre analysant les tendances de l'évolution de la formation professionnelle continue dans le cadre des relations industrielles et des relations tripartites, en dégagant les champs et les problèmes de l'action syndicale dans le Dialogue social, avec des approches de solution.

from the German Socioeconomic Panel and compares the labour market outcome of graduates from apprenticeship training programmes with those of other streams of the educational system.

The wage and employment effects of continuous off-the-job vocational training in East Germany. This project looks at potential gains from participating in off-the-job courses that began after German unification. The methodology used for the empirical evaluation is the potential outcome approach to causality

Evaluation of vocational training programmes in East Germany. This study uses panel data from the Labour Market Monitor East Survey and focuses methodologically on how to treat potential selection bias in evaluation of training programmes.

Cost-benefit studies of apprenticeship training. In these case studies of large German companies providing apprenticeship training a detailed breakdown is provided of the various costs and benefits of employer-based training programmes. The results indicate that apprenticeship training yields net benefits in most cases.

Winfried Heidemann (ed.) *Continuous Vocational Training in Europe: Documentation on the Social Dialogue.* Berlin:Hans Bockler Stiftung, Formation Continue en Europe (FORCE) and Sigma. 1996

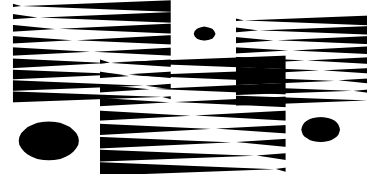
This book is a complement to "The Social Dialogue and Further Training and Education in Europe: New challenges for Trade Unions", Berlin 1994. With articles by Eckehart Ehrenberg, Susanne Felger, Winfried Heidemann, Wilfried Kruse, Angela Paul-Kohlhoff, assisted by Carmen Eccard, this book supplies information concerning the results of the social dialogue and collective agreements on further

A theoretical analysis

of apprenticeship training.

Economists have wondered why so many German companies provide general, transferable skills through apprenticeship training, given the freerider problem -- non-contributing firms can hire away trained workers. Related to the freerider problem is the question why large companies traditionally train more apprentices than they need to replenish their own work force. In several papers, ZEW researchers explore various theoretical explanations based on neo-classical rational choice models.

The director of the Centre is Professor Dr. Wolfgang Franz
Centre for European Economic Research
P.O.Box 103443 D-68034
Mannheim/ Germany
Tel.: 49-621-1235-01
Fax: 49-621-1235-224
Internet : <http://www.zew.de>



The contact person for our network, Dr. Winfried Heidemann, heads the section on qualifications and training standards.

training and education. This book is primarily addressed to "trade union experts on European, national and sectoral level who are responsible for further training and education, as well as for negotiations in this field". Published in French as *La Formation professionnelle continue en Europe.*

Mannheim, Bonn , Düsseldorf

**Forschungsinstitut
der Friedrich-Ebert-Stiftung
The Research Institute of the
Friedrich-Ebert-Stiftung**

The Friedrich-Ebert-Foundation is a public foundation mainly financed by the German Social Democratic Party. The research institute of the Foundation has a

Work and Social Research Section which conducts and commissions policy related research. Recent publications address questions related to health care reform, German immigration policies, youth unemployment, work sharing, structural adjustment in East-German industries.

The research institute of the Foundation recently launched a major project on the effects of globalization on the German labour market. A central question of the project is whether the high payroll taxes associated with the German welfare state and the substantial vocational training cost lead to competitive disadvantages for German companies and to what extent German multinational firms respond to the cost pressure by relocating production to low wage countries. The rising number of Ger-

man branch plants in foreign countries is seen as one reason for the growing disparity between the supply of apprenticeship positions offered by German companies and the demand for these positions by young school leavers.

The Director of the Work and Social Research Section is Dr. Ursula Mehrländer, Leiterin der Abteilung Arbeits- und Sozialforschung
Friedrich Ebert Stiftung Godesberger Allee 149, D - 53175 Bonn
Fax: 49-228 - 88 36 25, Internet: <http://www.fes.de>

Hans Böckler Stiftung

The Hans Böckler Foundation is a public foundation mainly funded by the central German union organization (Deutsche Gewerkschaftsbund). The foundation employs over 100 researchers conducting studies on a wide range of issues including co-determination, gender differentials in wages and employment, worksharing and training questions. The contact person for our network, Dr. Winfried Heidemann, heads the section on qualifications and training standards. He represents the Foundation in several European committees working on the standardization and transferability of educa-

tional/training qualifications within and between member states of the EU.

Dr. Winfried Heidemann
Referat Qualifikation
Hans Böckler Stiftung
Bertha von Suttner Platz 3
D-40227 Düsseldorf
Telephone: 49-211-7778 171
Fax: 49-211-7778 180

Doris Blechinger and Friedhelm Pfeiffer. **“Technological Change and Skill Obsolescence: The Case of German Apprenticeship Training”**. Mannheim: Zentrum für Europäische Wirtschaftsforschung (ZEW), 1996.

The paper analyses the applicability of vocational training and the earnings of apprentices using survey data from West Germany in 1979, 1985-86 and 1991-92. The applicability has decreased remarkably between 1979 and 1991-92. Measures for improving the German dual vocational training system are suggested.

Dietmar Harhoff and Thomas J. Kane. **Is the German Apprenticeship System a Panacea for the U.S. Labour Market?**. Mannheim: Zentrum für Europäische Wirtschaftsforschung (ZEW), 1995.

Advocates of apprenticeship programs often argue as if it is simply a matter of historical accident which has hindered such investments by U.S. firms. This paper explores the structure of incentives undergirding the German system of apprenticeship training. The paper also discusses some implications for the vocational training debate in the U.S.

Wolfgang Franz and David Soskice. **“The German Apprenticeship System”** in F Buttler et al (eds.) **Institutional Frameworks and Labour Market Performance: Comparative Views on U.S. and German Economics**. London: Routledge, 1995.

The German apprenticeship system holds fascination for labour economists, since it is an example of a system in which many companies make substantial net investments in marketable skills. Moreover, although German companies are exhorted from time to time to provide more apprenticeship places, such exhortation is not the rule and there is no system

of sanctions or penalties for companies that do not have an apprenticeship program: a large proportion of companies do not. Nor do companies cut corners with their apprentices: skills are genuinely marketable.

Why should profit-maximizing companies make net investments in marketable skills?

The rising number of German branch plants in foreign countries is seen as one reason for the growing disparity between the supply of apprenticeship positions offered by German companies and the demand for these positions by young school leavers.

Training Matters Research Projects

Proposals Accepted During First Funding Round: April 1997

Joan McFarland.

“New Brunswick Inventory”. This project will produce an inventory of New Brunswick training providers since 1980 and the types of training provided. To date, 15 interviews were held with significant players in training in New Brunswick. Data was collected and an inventory of current trainers (e.g. listing) was prepared. A first draft of the material is also being written. The data is being analysed and prepared for presentation in tabular and graphical form, more interviews

will be carried out, to fill potential gaps in the information collected so far. The study attempts to provide an overview of the training industry in NB with both an historical perspective and to serve as a bench mark to compare with future developments.

Some of the emerging themes are: “training as business” (e.g., privatization of training); “training as economic development” and “training for export” (for the province); “training’s not where it’s at” (HRDNB); and with respect to individuals, who take “a stake in (their) own training”.

Colette Bernier. “Le marché de la formation professionnelle au Québec: un état des lieux.”

Avant d’entreprendre de véritables études de terrain sur chacun des organismes qui donnent de la formation professionnelle au Québec, le projet se propose de faire une synthèse critique des actions, positions et influences des ces divers groupes sur le marché de la formation professionnelle au Québec, qui comprend 3 composantes principales: le secteur privé (entreprises, formateurs consultants), le secteur public (Ministères, écoles) et le secteur associatif (ordres) professionnels, syndicats). Dans ce cadre,

des recherches documentaires ont été entreprises depuis l’été 1997: 1) recherche documentaire sur la position des syndicats concernant la formation continue;

2) les comités sectoriels de main-d’oeuvre au Québec. A ce jour, une brève enquête téléphonique a été menée auprès de coordonnateurs de 9 comités sectoriels (sur une trentaine) mis en place en 1996, suite à la Politique d’intervention sectorielle de la SQDM. Suite à cette pré-enquête, il semble que la situation soit trop récente pour permettre de pousser plus loin l’enquête. Une compilation des documents produits par ces comités a été effectuée.

3) les formateurs agréés dans le cadre du règlement lié à la loi 90. Les réunions régionales au niveau du Québec se poursuivent, la dernière ayant eu lieu le 22 Janvier 1997. Celles-ci permettront de délimiter de nouveaux axes de recherche documentaire.

Sylvain Bourdon et Claude Laflamme. “Organisation de la formation professionnelle dans les organismes intermédiaires: les syndicats et les ordres professionnels”.

Ce projet se donne pour objet de contraster l’organisation de la formation professionnelle dans les syndicats et les ordres professionnels, pour savoir si elle diffère sensiblement et si elle est mieux adaptée à une perspective de développement à long terme



du marché du travail dans un cas ou dans l’autre. Une collaboration intéressante a été établie avec le Conseil interprofessionnel. Entretemps, l’Office des professions a mandaté ses membres de formaliser une structure (Comité de formation) dédiée à la formation continue de leurs membres. Une base de données sur les ordres professionnels a été constituée. Un questionnaire portant sur les fournisseurs et les contenus de formation est en pleine élaboration. Une enquête téléphonique utilisant ce questionnaire auprès de 43 ordres professionnels est amorcée, et la compilation des résultats, ainsi que la rédaction du rapport sont en cours.

the sources of funding are rapidly changing, as the federal government withdraws from the funding arena

John Anderson. “A Labour Agenda on Training Funding.”

Paper commissioned by the CLC for its conference on Workplace Training (June 1997)

Today, the sources of funding are rapidly changing, as the federal government withdraws from the funding arena. As well as this change in who funds training, the amounts allocated to training are drying up, as cutbacks to funding or freezes have been widespread. How then, in these troubled times, do we, as a labour movement and as a society, guarantee some kind of continued funding for training?

Projects Accepted During Second Funding Round: October 1997

John Anderson, “The Division of Training Delivery between Unions and Public Institutions”.

The aim of this project is to

Projets du Réseau

research the division of training delivery between unions and public institutions. The research will examine the potential and actual effects of this division, research best practices and propose a protocol dealing with the effects of union negotiated training on public institutions. The project will build on the

le projet se propose de faire une synthèse critique des actions, positions et influences des ces divers groupes sur le marché de la formation professionnelle au Québec

research begun in writing "A Labour Agenda for Training Funding" for the CLC Training Conference in June 1997 and funded by our Network.

Paul Anisef and Paul Axelrod, "The Social Determinants of Education and On-the-job Training among

members of the class of '73" .

This interdisciplinary study examines the experiences of a generation of Ontario residents who graduated from grade 12 in 1973 and are now in their forties. It is the longest longitudinal study of its kind in Canada, with the last phase being completed in 1994/1995, and provides a wealth of information about the links between schooling and employment, labour market conditions in a time of technological change and economic

instability, and the different strategies that men and women have employed to reconcile familial and occupational demands. The study also aims to explore complex issues pertaining to job training, underemployment and over qualification, career mobility, life and work satisfaction, income attainment and the tension between vocationalism and liberal arts, at the post-secondary level.

Marjorie Cohen and Kate Braid, "The BC Island Highway Project: A Model for Access and Retention of Equity Groups in Skilled Trades and Semi-Skilled Blue Collar

Jobs".

This project proposes an in-depth study of the means by which the Island Highway's success in equity group participation has been achieved. It will examine where the strengths and weaknesses of such a program are, and how it might be expanded and improved and applied more broadly, not only to the public but to the private sector. Because retention is currently a major challenge, the study will also examine retention rates and the possible impact of training on the retention of equity workers. The fact that this is a 7-year project allows a valuable perspective over time, especially on the impacts of training on retention.

Maureen Hynes and Alice de Wolff, "Removing Barriers to Transferable Training for Clerical Information Workers"

The project will provide a thorough assessment of the absence of transferable training accreditation for clerical information workers. This key problem affects a large number of working people, mostly women, in an occupation that is experiencing profound change. The study will work with a newly formed clerical training network in Metropolitan Toronto to examine the institutional barriers to, and opportunities for creating a coherent, developmental training system for clerical workers in this region.

The results of the study will contribute to the development of strategic approaches to creating such a system. The project will include the collection of institution-specific materials, interviews with faculty and administrators of 15-20 training institutions, and a participatory analysis session with Network representatives and /or interviewees.

Nancy Jackson, "Training Industry: Whose Good? Australian Perspectives"

This proposal will examine how notions of "skills training" and the

"training industry" have been socially/discursively organised over recent years as the objects of public and /or industry policy . Thus, it examines the training industry specifically as an arena of ideological struggle, as well as a battle ground over resources. The study aims to illuminate whose interests are served and whose claims are silenced by the manner in which training policy frameworks and institutional arrangements have repositioned "job skills " variously as a "private good", a "public good", a "corporate good" and, increasingly, as a "traded good". To provide leadership in this increasingly complex policy climate, the labour community needs not only

a comprehensive map of "training activity", but also a well developed critical perspective on how the notion of a skills training industry itself is constituted as part of a process of cultural, industrial and political struggle. This project will specifically examine and compare the ideological framing of skills debates in the last decade in Australia and Canada.

Jones, Hatfield and Lipsig-Mummé, "What Works? The Provision of Training to Laid Off Workers and Survivors"

This study has a triple focus: It seeks first to identify training and educational practices and materials which effectively service the following: laid off workers, "survivors" and the unions work with them. Second, by studying best practices in training situations in widely differing sectors and situations, it seeks to evaluate why best practices are best practices, identify those ways of training which transcend sectoral specificity. Can they also transcend differences in employment situation? Third, the project seeks to develop training materials for both the laid off workers and the survivors, materials that apply widely.

(Continued on page 10)

Projects/Projets

(Continued from page 9)

Gregory Kealy and Michelle McBride, "Training at the Hibernia Project: An Investigation of Labour, Management and Government Roles"

This research proposes to examine the issue of training for the Hibernia oil project in Newfoundland in its construction and pre-drilling phase. The construction portion of the project employed over 5000 workers and involved the cooperation of 14 unions under the "super-union", the Oil Development Council. Training at Hibernia was unique as it involved the federal and provincial levels of government, the Oil Development Council representing the unions, and the Hibernia Management Development Company representing the owners. This research will examine the division of labour between these organisations and the educational providers. It will examine who provided the training, who paid for it, how the training was meted out, what problems arose from the training, what the success rate in job placement was for the training, and if the training courses occurred in a timely fashion.

Tom Nesbit and Carla Lipsig-Mummé, "Training for Union Full-Time Officials"

This research aims to assess the extent to which union full-time officials are prepared for their role through formal education and training. It will examine the following questions: What initial and continuing training exists for union full-time officials in Canada? What is the nature of such training? Who provides it? Does it work? Although labour movements worldwide conduct extensive training of full time officers and regularly monitor and evaluate their provision, few reports are published. This study can be expected to appeal directly to unions. Union full-time officers have a wide range of responsibilities for which they are not always fully prepared. For ex-

ample, recent developments in computer and office technology have necessitated changes in union full time officers' responsibilities brought about by transformations in industry and employment, industrial relations practices, and within unions themselves make this study both timely and necessary.

Thom Workman and David Bedford, "Ideological Strategies and the Sources of Worker Discontent in New Brunswick's Training Initiatives"

This research aims to examine and analyse training programmes in New Brunswick, in order to determine whether programmes deemed to be valuable by trainees had specific structural or administrative features and whether active union participation affected the training process qualitatively. Bearing in mind i) the need to sustain a skills emphasis in training initiatives and ii) the importance of trainee reception of such initiatives, this research is of critical importance and will assist us in the constant need to refine the design and delivery of training programmes so that they suit the needs of labouring people and provide further insight for those administrators "on the ground".

Harry Smaller, "Vocational Training in Ontario Secondary School System: Policies, Programs, Attitudes, Results and Prospects"

This 12 month research study will examine the vocational training programs of Ontario public schools from a number of perspectives, in order to develop a critical view of their present-day status, and opinions on future prospects. It will include the following components: review of literature on school-based vocational training programs, analysis of past and present-day documents relating to Ontario's vocational programs; survey and interviews of sample groups of teachers, students, administrators and policy advisors within the provincial school system; interviews with representatives of relevant teacher union,

trade union, employer and community groups.

John Price and Stephen Benedict "Exporting Canadian Training: labour perspective on the Human Resources Development Working Group in APEC"

This project will document and assess the training initiatives Canadian organizations are promoting within the Human Resources Development Working Group of the Asia Pacific Economic Co-operation. It will also document the reaction of the CLC, which has recently become a member of the Canadian delegation in the HRD working group. Canada has taken the lead role within the APEC working group, with institutions like North-South Institute, Humber College/ACCC, Council of Ministers of Education and the Conference Board of Canada. Thus documenting the activities of the APEC HRD working group will both contribute to international awareness of Canadian perspectives on training and education and provide unique insights into how concepts travel from the domestic to the international spheres.

This project will specifically examine and compare the ideological framing of skills debates in the last decade in Australia and Canada.

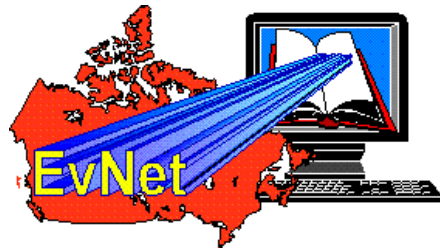
Sous la direction de **Diane- Gabrielle Tremblay** (membre du Réseau de recherches en matière d'éducation et de formation) **Formation et compétitivité économique; perspectives internationales** Montréal: éditions St-Martin.

Cet ouvrage, réunissant une douzaine d'auteurs, couvre 5 grands axes: les enjeux économiques associés à la formation; les théories pertinentes; le rôle des divers acteurs (état, employeurs et organismes communautaires), les comparaisons internationales (Allemagne, Japon, Suède, États-Unis, Canada, France et Belgique); les nouveaux modèles de formation ou d'articulation formation-emploi.

Strategic Research Networks in Education and Training

Carl Cuneo has constructed a web page which "aims to increase the flow of communication and the exchange of information among the five SRNETS, their members and the public. It is based on the assumption that a free, transparent and open sharing of ideas accelerates the development of innovations in education and training. The page contains pointers to the email addresses of the Program Leaders of the funded networks of the SSHRC's Strategic Research Networks in Education and Training Competition. It also includes URL Web pointers to their research programs and their respective institutions."

<http://socserv2.mcmaster.ca/srnet/srnet.htm>



EvNET: Réseau EvNet sur l'Évaluation des technologies d'éducation et de formation

Ponts et barricades: Donner la priorité à la pédagogie dans l'évaluation des technologies d'éducation et de formation / Bridges and Barricades : Prioritizing Pedagogy in Evaluating Education and Training Technologies

Concordia University /Université Concordia, Montréal, Québec, Canada, 20-22 Février, 1998

The EvNet '98 Conference was attended by about 100 delegates from within and outside EvNet. Since it was a raving success, the abstracts of the presentations will be posted up on this web site, and Evnet leader Carl Cuneo decided to disseminate the full text, software, and resources presented at the conference in CD-ROM and/or online formats.

<http://socserv2.mcmaster.ca/srnet/indexcon.htm>



Western Research Network on Education and Training *the link between educational provision, processes and outcomes.* **Réseau de Recherche de l'Ouest sur l'Éducation et la Formation - le lien**

entre la diffusion, les processus et les résultats de l'éducation.

WRNET is a 5 year research project (1996-2001) exploring the links between education and work: what are the results and outcomes of Canadian education programs and policies, and what factors make a difference to those results. The Network is funded by the Social Sciences and Humanities Research Council of Canada (SSHRC) and hosted by the University of British Columbia, Vancouver, Canada.

WRNET was established in November 1996 as one of five Canadian research networks receiving five year funding from the Social Sciences and Humanities Research Council of Canada (support from the SSHRC). WRNET also receives University of British Columbia, the University of Manitoba and the University of Alberta.

The goal of the SSHRC Strategic Research Networks in Education and Training is to improve the responsiveness and quality of education and training in Canada by studying what kinds of education and training best prepare Canadians to participate effectively in the knowledge-based global economy.

WRNET participants are academics and non-academics drawn from diverse societal and economic sectors. The academic partners - primarily from the fields of education, economics and sociology - are based at five Canadian universities, and at universities in Australia, Germany and the UK. They work closely with policy makers in governments, and with employers and educators in the public, private and non-profit sectors.

WRNET's Second Annual Conference

The WRNET held its 2nd Annual Meeting on **January 23-24, 1998** Scarfe 310, at the University of British Columbia.

During the two-day-meeting, the conference addressed the following issues:

1. Preparing students for the New Economy
2. Explicating Contradictions in Policies on Education, Training & the Economy
3. Student Follow Ups
4. Effects of Education and Training on Income Assistance
5. What's the Deal with the TeleLearning National Centres of Excellence?
6. The changing Role of Educational Attainment in the Canadian Labour Market:
7. Educational Outcome? Employability Skills Measurement:
8. School Indicators and Outcomes: What are the indicators of school performance, and how can they

(Continued on page 12)

The goal of the SSHRC Strategic Research Networks in Education and Training is to improve the responsiveness and quality of education and training in Canada

Strategic Research Networks in Education and Training

(Continued from page 11)

be used in research and improved for practical uses?

9. Adult Literacy

10. Financing Education: "Paying for university education"

11. Equity issues: Who's here, Who's not Here?

12. The Personal and the Economic: the Effects of Gender, Family and Culture on Education and Employment.

For more information, contact:

Deanna McLeod, WRNET Coordinator or Jane Gaskell, Director, WRNET, Faculty of Education, University of British Columbia, 2125 Main Mall, Vancouver, Canada V6T 1Z4; Tel: 604-822 5708; Fax: 604-822-8971

wmet.educ@ubc.ca

www.educ.ubc.ca/wrnet

Robert Allen, *The Demand and Supply of Post-secondary Education and Training in British Columbia*

WRNET Working paper 97.03

(also UBC Economics DP 97-13) WRNET, 1997.

This paper compares the growth in demand for people with different educational credentials to the production of those credentials in British Columbia. Since 1976, virtually all of the growth of labour demand has been for people with some postsecondary education.

Demand growth has been split fairly evenly between university graduates and those completing trades, technical, and vocational programs. In the 1990s, the growth in demand for the latter has been about equal to provincial supply; however, the number of undergraduate university degrees and certificates awarded in BC has only been one third of the number required by the growth of the BC economy.

This shortfall has been met by the immigration of graduates from elsewhere in Canada. While running such a small university system saves the BC government tax revenue, it reduces the lifetime earnings prospects of children growing up in the province. The burden is greatest outside of the Lower Mainland and Victoria since university participation rates in the Interior and northern Vancouver Island are only half of those in the large metropolitan areas. In the past, boys (if not girls) growing up in those regions could expect to make high incomes working in the woods or mines. But those days are over, and the present university policy of the province condemns children growing up outside of the big cities to low paying, service sector jobs.

NALL

LIFELONG LINKING OF FORMAL, NONFORMAL AND INFORMAL LEARNING: CURRENT PRACTICES, SOCIAL BARRIERS AND NEW APPROACHES

Area of Inquiry: Learning Factors

Network Leader: Dr. David W. Livingstone, Professor and Chair Department of Sociology in Education

Ontario Institute for Studies in Education/ University of Toronto 252 Bloor St. West, Toronto, Ont. M5S 1V6 (416) 923-6641 ext. 2703; FAX (416) 926-4751; e-mail: dlivingston@oise.utoronto.ca

The NALL coordinator can be contacted at the Centre for the Study of Education and Work (CSEW) at (416) 923-6641, ext.2392, or by email at: rrth@oise.utoronto.ca

Education and training involves much more than the organized activities that go on within formal educational institutions. (Formal education denotes full-time school programs; nonformal education refers to part-time organized courses; informal learning refers to all other deliberate forms of self-directed or collective learning.) Many observers have noted that informal learning may be the submerged part of the education iceberg in contemporary knowledge-based societies. An international research tradition initiated by our member Alien Tough (1979) has now established that self-directed informal learning projects are indeed very extensive. In spite of universal recognition of the importance of education and training, we still have very limited understanding of the relations between the formal and nonformal educational participation of people and their engagement in deliberate informal learning; therefore, we are not effectively linking informal learning with organized education and training programs. The basic objectives of this network are to document current relations between informal learning and formal/nonformal education, identify major social barriers to integrating informal learning with formal/nonformal programs and certification, and support new program initiatives that promise to overcome such barriers. The combination of researchers and partners brought together in this network can make world-leading contributions to these objectives, and thereby aid all Canadians in more fully realizing their learning potential in the emerging global economy. The learning profiles documented by this network should serve as guides for continuing practical efforts to link organized education and training programs with our people's wealth of informal knowledge for many years to come.

You can also join NALL's electronic discussion group. E-mail: nall-net@oise.utoronto.ca

Since 1976, virtually all of the growth of labour demand has been for people with some postsecondary education.

Strategic Research Networks in Education and Training (cont.)

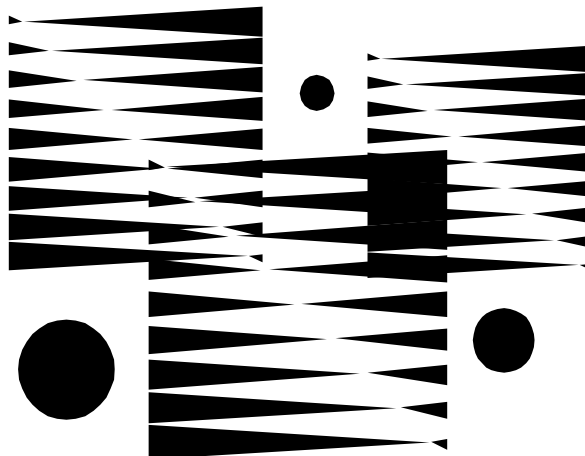
Preliminary Bibliography of the Research Network for New Approaches to Lifelong Learning (NALL)

Compiled by Matt Adams, with the assistance of D. W. Livingstone, Reuben Roth, Peter Sawchuk, Megan Terepocki Sue Vanstone, Sept 30 1997. Centre for the Study of Education and Work. Department of Sociology and Equity Studies in Education. Ontario Institute for Studies in Education at the University of Toronto, Ontario, Canada.

"This preliminary bibliography is intended as a basic resource for the development of most NALL projects. We have tried to identify some of the most relevant prior writings on informal learning in relation to each of the major themes that our network has chosen to emphasise. The primary focus is on works which offer general perspectives and approaches to informal learning. We have also tried to provide a fairly inclusive list of previous empirical surveys and case studies of general informal learning practices. The listing under other thematic categories are indicative rather than inclusive. The specific thematic bibliographies will have to be further developed by respective groups and projects, as the PLAR group has begun to do.

We intend to make the NALL working bibliography publicly available through our Website. We will continue to develop it cooperatively through the life of the network. Increasingly, the work of our own members should become major new ingredients of the bibliography. Please send the NALL office copies of any relevant new writings.

The NALL bibliography has been compiled over the past few months primarily by Matt Adams, with the assistance of several other NALL graduate assistants. The main sources and time periods covered are listed in the following pages, along with guidelines for those who want to do further searches with the same sources."



Current Research

Many publications cross our desk here at the Network. What follows is a selection of references and abstracts of potential interest to you, our members.

Collette Bernier (assisté par Michelle Bilodeau). *Rapport d'étape Projet de recherche subventionné dans le cadre du réseau éducation-travail CRSH. Le marché de la formation professionnelle au Québec; un état des lieux*, 1998.

Le projet présenté se propose de faire une synthèse critique des positions et actions des divers groupes composant le marché de la formation continue au Québec: secteur privé, secteur public et secteur associatif. Dans ce cadre, trois recherches documentaires ont été entreprises depuis l'été 1997:

1) Recherche documentaire sur la position des syndicats concernant la formation continue.

Recherche documentaire sur les publications des centrales syndicales québécoises recherche documentaire à l'internationale l'analyse de la documentation reste à faire des rencontres avec des représentants syndicaux québécois seront faites possiblement à l'automne 1998 ce volet semble vouloir devenir dominant dans les divers éléments étudiés

2) Les comités sectoriels de main-d'oeuvre au Québec.

Brève enquête téléphonique auprès de coordonnateurs de neuf comités sectoriels (sur une trentaine) mis en place en 1996 suite à la Politique d'intervention sectorielle de la SQDM; suite à cette pré-enquête, il semble que la situation soit trop récente pour permettre de pousser plus loin l'enquête; compilation des documents produits par ces comités (l'analyse des documents reste à faire)

3) Les formateurs agréés dans le cadre du règlement lié à la Loi 90

-accès à la liste des formateurs agréés sur le site internet de la SQDM - il reste à voir si les informations contenues dans ces listes informatisées pourraient servir à une analyse. Les réunions régionales du groupe se poursuivront (la dernière a eu lieu le 22 janvier 1997; celles-ci permettront de délimiter de nouveaux axes de recherche documentaire).

(Continued on page 16)

Please send the NALL office copies of any relevant new writings

Mark your Calendar: CONFERENCES

Symposium on Restructuring Work and the Life Course, will be held on **7-9 May, 1998** in Toronto. The symposium will address Work and the Life Course, Poster Session, Transition from Education to Employment, Public, Corporate, and Union Policy, Work, Unemployment and Health

For more info, contact: Susan Murphy, Institute for Human Development, Life Course and Aging Suite 106, 222 College Street, Toronto, M5T 3J1 Tel: (416)-978-7030: Fax: (416)-978-4771: email: susan.murphy@utoronto.ca

Second Annual Training Matters Network Conference on "Unions and the Training Dilemma" is scheduled to be held on **24-26 May 1998** at Victoria College, University of Toronto. Non-members, please see advance notice on last page. A detailed agenda will be sent out shortly to Network members and will be made available on our website: <http://www.yorku.ca/research/crws/network>

The **Council of Ministers of Education of Canada**, will meet on **28-29 May, 1998** in St John's, Newfoundland.

Canadian Labour Congress **CLC second training conference** to be held in Toronto **June 19-21, 1998**. Contact Janet Dasinger at CLC/CTC.

Globalization and Its Discontents, on **23-24 July, 1998**, Harbour Centre Campus, Simon Fraser University, Vancouver, BC.

An international conference, including presentation and comparison of Australian and Canadian perspectives on globalization, hosted by the Department of Political Science, Simon Fraser University in cooperation with the Department of Social Science and Social Work, Royal Melbourne Institute of Technology, Australia.

Major themes in the conference, which will be organised around both plenary sessions and workshops, include the clarification and reconceptualization of the concept of globalization; the consequences of globalization for society (labour, business, social movements, NGOs, indigenous peoples) and the state at all levels -international, national, and sub-national; and the challenges posed to institutions (including governments and the third sector) and social groups as they respond to globalization. Information can be obtained from: globe-98@sfu.ca

A refereed publication of selected papers is expected to result from the conference. Subject to funding, some travel subsidies may be available. Regularly updated information about the conference will be posted on the conference web page: <http://www.sfu.ca/politics/globe98.html>

XIVth World Congress of Sociology, Montreal, **26 July to 1st August, 1998**

Diane -Gabrielle Tremblay, Programme Coordinator, Télé-université/Université du Québec, 1001 Sherbrooke Street East, 4th floor, P.O. Box 670, Station C, Montréal, Québec H2L 4L5, Canada, Tel: (514) 422-3540/522-4046, local 4280, Fax: (514) 522-3608, email: dgtrembl@teluq.quebec.ca

*Training
Matters
Network
Conference
"Unions
and the
Training
Dilemma"
May 24-26*



Céreq

(Continued from page 5)

BREF: Bref, publication d'information mensuelle du **Centre français d'études et de recherches sur les qualifications (CEREQ)**, rapporte les résultats d'études ou d'enquêtes, et autres informations, sur l'activité du Centre et du réseau des centres associés.

TRAINING & EMPLOYMENT
Lettre trimestrielle dans le même esprit que **BREF** à destination du public Anglophone.

Céreq Bref n° 138 - JANVIER 1998
Activité économique, emploi et formation continuedans l'industrie :

IMPACT D'UNE RÉCESSION
Entre 1990 et 1995, l'industrie française a connu une réces-

Reports on recent conferences and lectures

ILO lecture on World Labour Report

Mr. Jean-Michel Servais, International Labour Organization, Geneva gave a lecture on the recently published "World Labour Report" and discussed "Industrial Relations, Democracy, and Social Stability" on Thursday February 5, 1998, Bennet Lecture Hall, Faculty of Law, University of Toronto, 78 Queen's Park, Toronto, Ontario.

For more information on the report, visit the ILO's homepage <http://www.ilo.org>

ground work on the training of full-time union officials and some aspects of union culture, which might influence such training. The conference was arranged by the Centre for Studies of Humans, Technology and Organisation, at Linköping University in Sweden.

The theme of the Workshop concerned the central role of learning and knowledge creation in the workplace. Contributions from participants centered on concepts of qualification and the role of adult education and continuing vocational education and training (VET) in the development of qualifications; Learning in transformed work system: conditions, processes and intra-firm strategies; Policies of adult education and continuing vocational education and training (VET) in relation to learning and knowledge creation at work.

Conference on Learning and Work: the Situation of Young Australians, Parliament House, Canberra, November 11, 1997

This conference was convened by the Dusseldorp Skills Forum. Conference papers available online at http://www.dsf.org.au/features/learning_and_work/con_papers.html

SFU holds Virtual Conference :

Assessment in Vocational and Technical Education", 1997 [Canadian Vocational Association Virtual Conference, Oct 16-18, 1997](http://www.ctt.bc.ca/curric/cva.html), Simon Fraser University Harbour Centre, sponsored by Centre for Curriculum, Transfer and Technology; email: dunbar@ctt.bc.ca <http://www.ctt.bc.ca/curric/cva.html>

Workshops included: Prior Learning Assessment and Vocational/Technical Education, **Applying Technologies for Delivery of Vocational/Technical Education, Apprenticeship Information Management System (AIMS)**, Key Performance Indicators: Impact and Implications for Vocational/Technical Education, **Industry Training and Apprenticeship Commission (ITAC): Future Directions and Impact on Vocational/Technical Education**, On-line Testing in Occupational Programs: A British Columbia Case Study, How One Corporation Assesses Worker Performance: Skills are one Piece of the Puzzle, **The Great Debate. "National Standards and Assessment: Resolved that both are necessary for the competitive global economy of the 21st Century.**

[see page 11 for SRNET events]

did you know...

International Conference on "Knowledge and Learning in the Workplace: Implications for Policy", June 1997, Linköping University, Sweden

In June 1997, Tom Nesbit (a member of the Training Matters Network) of Simon Fraser University, presented a paper on "Learning in the Union Culture" at the above conference, in which he discussed some back-

Céreq

sion qui a profondément affecté la structure de l'emploi. La formation professionnelle continue n'a cependant pas connu la même inflexion et a évolué de façon contrastée dans les entreprises, selon leur taille ou leur secteur d'activité. Elle semble avoir pris une part active dans les recompositions de l'emploi, comme en témoignent les évolutions des possibilités d'accès à la formation des dif-

férentes catégories socioprofessionnelles. Céreq Bref n° 136 - NOVEMBRE 1997

FORMATION CONTINUE ET JUSTICE SOCIALE DANS L'ENTREPRISE

La loi de 1971 sur la formation professionnelle continue a mis en place un ensemble de procédures visant à garantir à tous les salariés les mêmes chances

d'accéder à la formation. Comment ce principe de justice sociale est-il mis en œuvre dans les pratiques d'entreprises, où prévaut le souci de l'accroissement de l'efficacité productive ? Permet-il de répondre aux attentes des salariés qui s'expriment aujourd'hui souvent en termes d'adaptation à l'emploi ou de développement de carrière ? Autant d'interrogations qui, dans la perspective d'une éventuelle refonte de la loi de 1971, soulèvent la question de la pertinence d'un principe de justice, centré sur les procédures et les moyens d'accès à la formation.

(Continued on page 16)

Current Research : Abstracts and references

(Continued from page 13)

John Anderson, RESEARCH PAPER no. 4, **A Labour Agenda On Training Funding: Toward A Union Vision Of Workplace Training.** CLC NATIONAL TRAINING CONFERENCE, June 25 to 27, 1997, Ottawa

Training funding has become a hot issue over the last few years in Canada. But this subject has always concerned unions. At a general level, labour has viewed training as a part of education, as a social program that should be guaranteed and provided for by the state. In other words, training is a right of all citizens, and the education system should provide training for workers at no cost or

at low cost.

Today, the sources of funding for training are rapidly changing, as the federal government withdraws from the funding arena. As well as this change in who funds training, the amounts allocated to training are drying up, as cut-backs to funding or freezes have been widespread. How then, in these troubled times, do we, as a labour movement and as a society, guarantee some kind of continued funding for training? Workshop reports from the conference are available.

Heather Gibb (ed.) **Canadian Perspectives on Labour Mobility in APEC.** Ottawa: North-South Institute, 1996.

Based on a the papers and presentations at a seminar hosted jointly by the North-South Institute and the Asia Pacific Foundation of Canada, June 21, 1996.

Order from Renouf Publishing Ltd. Tel: (613) 745-2665; fax: (613) 745-7660 Website: <http://www.renoufbooks.com>

Stephen McBride (Simon Fraser) and John Shields (Ryerson). **Dismantling A Nation (Second Edition) The Transition to Corporate Rule in Canada (Second Edition).**

Halifax: Fernwood Books, 1997. per ISBN1895686814 \$19.95 To order: Box 9409 Station A, Halifax, Nova Scotia Canada R31C 5S3; Tel: (902) 422-3302 Fax: (902) 422-3179 Email: fernwood@istar.ca)

Contents:

The Neo-Liberal Revolution · The Post-War Canadian State · Dismantling the Post-War Economic Order · Dismantling the Post-War Social Order · The Neo-Liberal Constitutional Agenda · The National Question in a Neo-Liberal Era · National Policies in Canada · Embracing Globalization: Embedding Neo-Liberalism · Conclusions and Alternatives

Wolfgang Littek and Tony Charles. **The New Division of Labour Emerging Forms of Work Organisation in International Perspective.** Walter de Gruyter. New York, 1995. (For further information, please contact Wolfgang Littek<littek@uni-bremen.de>)

Contents include: Trust as a basis of Work Organi-

Elle constitue un outil indispensable de réflexion et d'échanges pour la communauté scientifique et les acteurs de la relation formation-emploi.



(Continued from page 15)

FORMATION EMPLOI

Crée en 1983, la revue Formation

Emploi est publiée à l'initiative du Centre d'études et de recherches sur les qualifications (Céreq).

Elle étudie la relation entre le système éducatif et le monde du travail. Elle constitue un outil indispensable de réflexion et d'échanges pour la communauté scientifique et les acteurs de la relation formation-emploi. Rédactrice en Chef : Christine Fournier

FORMATION EMPLOI N° 59
JUILLET-SEPTEMBRE 1997

Le rôle des difficultés dans l'élaboration ou la reconversion de compétences. Le cas

d'anciens ouvriers d'une filature Yolande Benarrosh; 371: Évaluation de l'efficacité externe de la formation des agriculteurs Alain Mingat et Nelly Stephan; 372: Spécialité transversale. Une réponse opérationnelle au rapprochement formation-emploi ? Françoise Dauty et Hugues Brunet

DOSSIER: La décision décentralisée L'académie, la région et les ac-

teurs locaux dans la construction de l'offre de formation professionnelle et technique initiale, Antoine Richard; 373: Mécanismes de décision et contexte local. L'offre de formation professionnelle initiale André Larceneux; 374: Diversité des enjeux et des pratiques. Les rapports entre académie et région Antoine Richard ; 375: La logique dominante des publics scolaires. Offre de formation et environnement local, Patrice

Publications Cereq

Current Research : Abstracts and references

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sation. **Meta-Corporations and Open Labour Markets.** New Production Concepts and the Restructuring of Work.

Gender and Technology: An Appraisal of the Labour Process Debate. Globalization, New Production Systems and the Spatial Division of Labour.

Continuities and Discontinuities in the Sociology of the Division of Labour. The New Division of Labour in Europe.

The Changing Face of Service Work in European Countries.

New Technologies and Post-Taylorist

Regulation Models: Production Planning Systems in French, Italian, and German Enterprises.

Alan Brown. Promoting Vocational Education and Training: European Perspectives. Hameelinna 1997. Tampereen yliopiston opettajankoulutuslaitos. Ammattikaavatussarja 17.

This book is the result of a large

European research and development project on "New Forms of Education of Professionals for Vocational Education and Training". The research project, which was called EUROPROF, was sponsored by the European Commission's LEONARDO programme. Its purpose was to conduct transnational research in order to identify new occupational profiles for vocational education and training (VET) professionals, trainers, planners and managers of VET in Europe, and of establishment new curricula, as well as education and training programmes for those professionals. The project adopted an interdisciplinary approach, in order to develop a close interaction between research questions and development tasks. One of the main aims of the project was to develop and enhance an innovative research culture for vocational education and training in Europe. The entire raison d'être of this book is therefore to contribute to the establishment of such a culture.

Yuji Taniguchi. "**Role of Public Vocational Training in Society Characterized by Lifelong Education -Centering on Public Upgrading Training**",

Japan Institute of Labour
site: <http://www.mol.go.jp/>

[jil/bulletin/year/1993/vol132-01/05.htm](http://www.mol.go.jp/jil/bulletin/year/1993/vol132-01/05.htm)

Recent years have witnessed the growing importance attached to education and training services for businesses in public vocational training. Training provided by public vocational training institutions (hereafter called public institutions) (1) includes 'basic training' for youth, such as new school graduates, 'occupational capability redevelopment training' mainly for unemployed workers and 'upgrading training' for employed workers. Training for employed workers dispatched from firms to improve their vocational abilities, or upgrading training, was the major aid to businesses extended by public institutions.

[...] It seems important to study the background of public vocational training, which is undergoing drastic changes, in understanding Japan's vocational training. The nation's public vocational training policy is designed to train on site workers mainly in manufacturing and construction. Virtually no training is offered to such white-collar workers as those in clerical work and management as well as those in professional and technological jobs. Review of the public vocational training systems is presently under study in this regard.

Paul Osterman. "**Reforming Employment and Training Policy**" *The Future of the Public Sector, series no.4*, The Urban Institute, 1998.

Americans have become increasingly dissatisfied with how we prepare new entrants to the labour force and help those in difficulty to upgrade their skills. Underlying the growing unease are major changes in the technological and economic demands put on the labour force as well as worsening earnings inequality

(Continued on page 18)

public vocational training in Japan is undergoing drastic changes

Publications Cereq

Caro et Bernard Hillau

FORMATION EMPLOI N° 58
AVRIL-JUIN 1997
NUMÉRO SPÉCIAL Enseignement supérieur et trajectoires étudiantes

Universités Croissance et diversité de l'offre de formation, Pierre Dubois; 364: Universités: Les stratégies de l'offre de formation Pierre Dubois 365 Les poursuites d'études dans les

filières pro-fessionnelles de l'enseignement post-secondaire français. L'exemple des STS, des IUT et des Ecoles Eric Cahuzac et Jean-Michel Plasard; 366: la construction des projets à l'université. Le cas de quatre filières de masse Georges Felouzis et Nicolas Sembel; 367: Les représentations de l'insertion professionnelle chez les diplômés de l'Université Claude Trottier.

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(Continued from page 17)
and persistent racial disparities.

The potential transfer of public job training programs to the states, if devolutionary trends continue, presents both risk and opportunity. The risk is that states will use funds to attract employers from neighboring states rather than truly upgrade the work force. The opportunity is a chance to rethink and improve a system seen as less than successful. Why a Public Role? What in the Labour Market Needs to Be Fixed? Some Promising Models within the Current System.

www.urban.org/man.htPERIODICL/
pubsect/osterm

European Research Network - Vocational Education and Culture

This group of European researchers from fields of history, sociology, philosophy and didactic of education discusses and promotes cultural, historical and comparative research on vocational education against a backdrop of increasing economic integration in Europe, increased mobility of labour, new agreements and legislation on comparability of vocational certificates.

Common publications include:

Anja Heikkinen and Ronald G. Sultana (eds.). **Vocational Education and Apprenticeship: Challenges for Research and Practice**, 1997

This publication is an outcome of a conference held in Malta, September 1996. Apprenticeship has come into fashion in European vocational education policy. The old concept with its varying connotations and prestige has experienced a remarkable rehabilitation, symbolising emerging new conceptions and interpreta-

Carla Lipsig-Mummé. **"Bridging the Solitudes: Canadian Perspectives on Research Partnerships in the New Work Order"** Paper presented to AN-TARAC Annual Conference, Melbourne, Oct 31-Nov 1, 1996

Discusses both research on the changing organisation of work and employment in the context of Canadian political economy and the limits and possibilities of research partnerships in the present chilly climate.

Jerry White with Russel Janzen and Carla Lipsig-Mummé **"When Public Jobs go Private: A Study of the Termination of Admail Workers by The Canada Post Corporation"** Centre for Research on Work and Society, 1997.

On October 8, 1996, Canada Post Corporation announced that it would end its ten years of involvement in admail. "When Public Jobs Go Private" is a study of the 10,000 Canada Post Workers who lost their jobs as a result of that decision. Based on a detailed, scientific survey of the admail workers six months after their jobs ended, it sets the privatization of Canada Post's profitable admail business within the context of government policy, corporate action and union re-

sponses on the functions of vocational education and training and on the relations between education and work in European countries.

Anja Heikkinen (ed.) **Gendered History of (Vocational) Education - European Comparisons**, 1996.

This publication is a selection of elaborated papers from an international seminar of the same name, held at the University of Tampere, May 27-31, 1996. The seminar was a platform for revising conventional conceptions of

sponse.

David Leadbeater and Peter Suschnigg. **"Training as the Principle Focus of Adjustment Policy: A Critical View from Northern Ontario"** Canadian Public Policy 23(1), 1997.

Cette étude de cas régional porte sur les effets de la formation sur l'ajustement de marché du travail suite à des licenciements de grande ampleur dans la communauté minière d'Elliot Lake dans le Nord de l'Ontario. À l'aide de données d'enquête longitudinales, nous montrons que les programmes de formation ont eu, pris dans l'ensemble, des bénéfices limités pour les travailleurs qui ont perdu leur emploi, même si les programmes de plus longue durée au niveau collégial semblent être plus efficaces. Ceci n'implique pas toutefois qu'il faille réduire les dépenses de formation car elles peuvent avoir des bénéfices sociaux et psychologiques importants pour les travailleurs qui ont perdu leur emploi ainsi que leurs familles. Cet article est une critique de l'approche contem-

*devolutionary
trends
present both
risk and
opportunity.*

what 'gender studies' or 'cultural studies' might mean, making comparisons between England, Germany, Norway and Finland.

Network contact:

Anaja Heikkinen,
University of Tampere
PO BOX 607, 33 101
Tampere, Finland
tel: 358-3-215 6086, fax: 358-3-215 7502
E-mail: hoanhe@uta.fi

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poraine qui fait de la formation le principal outil d'ajustement, du moins de la façon dont elle a été utilisée dans les communautés qui dépendent d'une seule industrie, comme Elliot Lake. (article en anglais)

Ellen Long. "**The Impact of Basic Skills Programs on Canadian Workplaces: Results of a National Study for ABC Canada Literacy Foundation.**" Toronto: ABC CANADA, September 1997.

This report is based on the results of telephone interviews with 86 individuals from 53 workplaces across Canada. The study includes a diverse range of workplace types and sizes from both large and small communities. Respondents were asked to describe the motivations of their workplaces for starting basic skills programmes; the ways in which their workplaces organize the programming; and the impact of the programmes on their workplace.

D.W. Livingstone and Reuben Roth. "**Building a Social Movement Community: Oshawa**

Autoworkers." Paper presented at the annual meeting of the Canadian Association for the Study of Education, St. John's, Newfoundland, June 9-11, 1997.

This paper examines current education programs and learning experiences in the largest Canadian industrial union local, CAW local 222, at General Motors in Oshawa. We consider this organization as a community of workers, and assess the extent to which members' learning contributes to the development of a social movement community committed to fight for greater economic justice for both its members and other working people.

D.W. Livingstone. "**The Limits of Human Capital Theory: Expanding Knowledge, Informal Learning and Underemployment**" *Policy Options*, July/August 1997.

L'auteur critique la conception traditionnelle de l'éducation dans la théorie du capital humain, qu'il considère trop axée sur l'enseignement formel et les connaissances sanctionnées par les diplômes. Il propose une conception énergique des capacités et réalisations qui intègre un élément moins formel. Il examine l'importance des liens entre l'acquisition non structurée des

connaissances et le monde du travail à partir d'études de cas et de sondages effectués récemment au Canada, et se penche sur les liens entre ce genre de formation et les programmes d'éducation des adultes et autres.

Gregory Albo. "**The Cult of Training": Unemployment and Capitalist Employment Policy.**" Prepared for Jane Wheelock and J.J. Vail, eds., *Work and Idleness: The Political Economy of Full Employment* (Amsterdam: Kluwer Press, 1998).

The frequent invocation of training as the key pre-condition to improving employment outcomes -what many have referred to as the 'cult of training' -has become a key element of neoliberal and social democratic employment strategies in the advanced capitalist countries over the last decade in response to the market instabilities of industrial restructuring. This essay situates and critically assesses training within these dominant approaches to employment policy, particularly with respect to claims for training policy in the containment of the capitalist tendency to produce surplus labour as part of its competitive processes, as witnessed by the unemployment trends.

(Continued on page 20)

The 'cult of training' has become a key element of neoliberal and social democratic employment strategies

ADAPT

<http://europa.eu.int/en/comm/dg05/esf/initiati/adapt/adapt.htm>

www.adapt.ecotec.co.uk/src/intro.htm (UK pages)

ADAPT is the European Social Fund Community Initiative designed to help European employers and workers anticipate industrial change and deal with its effects. It will operate until the end of 1999. The overall budget for **ADAPT** is 2.940 MECU, of which the European Union's contribution is 1.400 MECU.

Introduced in 1995, ADAPT supports innovative and transnational projects.

ADAPT has four interrelated objectives

1. to accelerate the adaptation of the workforce to industrial change;
2. to increase the competitiveness of industry, services and commerce;
3. to prevent unemployment by developing the workforce

through improving their qualifications, their internal and external flexibility and ensuring greater occupational mobility;

4. to anticipate and accelerate the development of new jobs and new activities, particularly labour-intensive ones.

Excerpts from ADAPT's publication **THE FUTURE OF WORK/ THE WORK OF THE FUTURE**. Available on-line: europa.eu.int/en/comm/dg05/esf/initiati/

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(Continued from page 19)

Daron Acemoglu and Jörn-Steffen Pischke **"Why Do Firms Train?: Theory and Evidence"** NBER Working Paper 5605.

This paper offers a theory of training whereby workers do not pay for general training they receive. The crucial ingredient is the superior information of the current employer regarding its employees' abilities relative to other firms.

Yrjö Engeström. **Training for Change: New Approach to Instruction and Learning in Working Life.**

Training for change is a guidebook for those in various organizations who plan education and teach adults or young people. It is written particularly with the needs of human resource development and personnel training in mind.

Statistique Canada, Services commerciaux d'enseignement et de formation: profil des Fournisseurs canadiens Préparé par: Section de la formation et de l'éducation permanente Division de l'éducation, de la culture et du tourisme, Statistique Canada, Octobre 1992.

Table des matières: Structure du secteur des services commerci-

aux d'enseignement et de formation; services commerciaux d'enseignement et de formation offerts par les fournisseurs; clients du secteur des services commerciaux d'enseignement et de formation; prestation des programmes de formation; méthodologie.

Alice de Wolff, Alice and Pat Bird. Occupational Analysis: Clerical Occupations in Metropolitan Toronto: A report to the Clerical Workers Centre, December 1997

This report describes the current job responsibilities of the largest clusters of clerical workers in Metro Toronto, and the experience and education required to hold these jobs. It is the result of a five month study of job descriptions, job ads, employment statistics and interviews in 12 representative workplaces.

Stunning changes are taking place in the working conditions of clerical workers. Clerical workers are still the largest non-managerial/non-professional occupational group in the region. They have experienced a profound restructuring in the past decade, both in terms of job loss and work process change.

This study indicates that clerical work has changed in the follow-

ing ways:

the work has intensified.

the work is often more complex.

clerical work is more obviously information processing.

work processes and divisions of labour within offices have changed.

most clerical jobs have an increasing customer service focus.

The Report includes several sections which are of particular interest to clerical workers, careers counsellors and trainers. For the integral text of the Report, or further info on it, contact: Alice de Wolff (Training Matters Network member) at: Tel: 416-532 2967; Fax: 416-534-1973 E-mail: alicedew@idirect.com

"Vocational Education & Training: From Whence Have We Come and Where Are We Going?" URCOT Working Paper No. 11 December 1996 ISSN 1324-616X

This monograph brings together

Stunning changes are taking place in the working conditions of clerical workers

JAPAN INSTITUTE OF LABOUR

www.mol.go.jp/jil/bulletin/

Japan Labour Bulletin is a monthly journal published by the Japan Institute of Labour, which introduces up-to-date labour issues in Japan with a special topic featured in each issue, for example:

Changes in Japanese Human Resource Management: A Demand-Side Story (Vol.36-No.11, Nov.97)

Japanese In-House Job Training and Development (Vol.35-No.4, Apr.96)

Japanese Production Workers in Small Business (Vol.34-No.5, May.95)

New Education and Training System for White-collar Workers (Vol.34-No.2, Feb.95)

Female Employment and Ability

Development (Vol.33-No.9, Sep.94)

Transition from School to Work (Vol.32-No.10, Oct.93)

Role of Public Vocational Training in Society Characterized by Lifelong Education; Centering of Public Upgrading Training (Vol.32-No.1, Jan.93)

Current Research : Abstracts and references

a number of the papers presented at an URCOT Public Sector Research Centre seminar in October 1996. The seminar was premised on a belief that teachers, education theorists, unionists and other interested people had in recent times few opportunities to reflect critically on the sweeping changes to Australian vocational education and training (VET). The popularity of the seminar certainly confirmed a widespread interest in redeveloping and sustaining such a critical exchange, and this collection is intended to serve as a resource for VET activists in 1997.

Bibb is now engaged in international cooperation in vocational training.

Richard Sweet. "How Well Do Our Entry Level Training Models Fit the Labour Market of the 1990s?" **How Well Do Our Entry Level Training Models Fit the Labour Market of the 1990s?** Dusseldorp Skills Forum, Tasmanian Education Consortium, National Conference On Rethinking Work - Re-inventing Education Hobart, October 10-12, 1996.

This paper is in three parts. The first examines how the demand

for contractual training in Australia - apprenticeships and traineeships - has been influenced by changes in the nature and organisation of employment and by the changing relationship between schools and the labour market. The second looks at some new evidence on the experience of young people who have left school, with a particular focus on those who are marginal to full-time work and full-time study. The third section looks at what appropriate responses might be to the developments described in the first two sections.

Richard Sweet. "Partnerships Between Education and Industry: Why Are They Important? What Makes Them Work? What Are Their Benefits?" Dusseldorp Skills Forum, Australia and India - New Horizons in Education and Training. New Delhi, October 24-25, 1996.

Since the invention of mass schooling in the nineteenth century, and of its extensions in the form of mass higher education and mass further and vocational education, the worlds of doing and thinking, of work and learning, of earning and education have too often grown apart. Yet, there are long traditions in many parts of the world of seeing work as linked inseparably to all as-

pects of human life. Equally, there are long traditions of seeing learning as woven into all aspects of life, rather than as something that is separated from it in the classroom.

These and other papers available on the internet website <http://www.dsf.org.au/ideas.html> or through Kerrie Stevens, Dusseldorp Skills Forum Incorporated Level 7, University Centre, 210 Clarence Street, Sydney, NSW 2000 tel:(02) 9267 9222; fax:(02) 9267 7882 email: *ker-*

European Training Strategies and Programmes: Germany

<http://www.bibb.de/info96uk.htm>

The Federal Institute for Vocational Training within the Vocational Training System

The Institute's range of activities has been extended in response to increasing internationalization. In addition to the principal fields of activity dealt with above, it is now engaged in **international cooperation in vocational training**. The growing interest demonstrated by other countries in initial and continuing training concepts for in-company training, the impact of the Single European Market on vocational training, and the opening up and democratization of the countries of Eastern and Central Europe have all served to intensify the exchange of ideas and opinions and led to the introduction of cross-border projects. BIBB coordinates European Union vocational training programmes on behalf of the Federal Government and is involved in projects to advance vocational training in the countries of Eastern and Central Europe. Contacts with Third World countries have also increased.

t Magazine

t Magazine -the publication for training, employment and education professionals (UK)
<http://www.ethosptc.co.uk/tmag>

t calls itself "the magazine at the cutting edge of learning, individual development and the future of work as we move into the 21st century. t covers all areas of training and development, the education of young people, the

reskilling of managers and changes in national policy. As well as commenting on current news and initiatives, t magazine looks to the future - exploring dramatic challenges and opportunities ahead and the myriad ways in which people will need to adapt and develop to face them."

The t Magazine online archives contain a substantial part of the printed content of the magazine..

Education and Training for new forms of work: International perspectives

European Training Strategies and Programmes

Germany
<http://www.bibb.de/info96uk.htm>

The Federal Institute for Vocational Training within the Vocational Training System
The characteristic feature of the *dual system* of vocational training provision in Germany is its combination of two learning venues: *companies* pro-

vide the practical instruction, *vocational schools* the theoretical instruction. In-company initial training is regulated by a body of federal legislation and regulations. The statutory basis for this sector of training is the 1969 Vocational Training Act (BBiG). *School-based vocational training* is regulated by the governments of the federal states which each hold sovereign authority - guaranteed by federal law - for education matters within their respective territory. Providing vocational training is a *public duty*. For the dual system to function well and develop satisfactorily it is imperative that all parties involved in both the public and the private sector work together closely, i.e. the companies and their chambers (employers), the trade unions (employees), the Federal Government and the governments of the federal states (or L ander).

Since 3 October 1990, the day on which Germany was united, the legal basis laid down by the Federal Republic

to govern in-company vocational training and the operations of the Institute have been applicable throughout Germany. The two hitherto different vocational training systems are now governed by the Federal Vocational Training Act. During the 90s, all efforts have been aimed at creating living and working conditions for the people in the new federal states to be comparable with those in the old federal states. The Federal Institute for Vocational Training (BIBB) has a legal mandate to operate within this dual system of vocational training, which is set out in the Vocational Training Promotion Act (BerBiFG). The Federal Institute for Vocational Training carries out research and development activities in the field of in-company vocational training and provides services and counsel for the Federal Government and all parties en-

URCOT works collaboratively with workers, their unions and management to improve working environments

California

California Employment Development Department
Job Training Partnership Act
<http://www.wedd.cahwnet.gov/jtpaind.htm>

The federal Job Training Partnership Act (JTPA) authorizes and funds a number of employment and training programs in California. JTPA's primary purpose is to establish programs to provide job training services for economically disadvantaged adults and youth, dislocated workers and others who face significant employment barriers. These programs help prepare individuals in California for participation in the state's workforce, increasing their employment and earnings potential, improving their educational and occupational skills and reducing their dependency on welfare.

JTPA is divided into four programs:
Adults-age 22 and over,
Youth-age 14 to 21 Summer Program,
Youth-age 14 to 21 Year-Round Program,
Dislocated Workers

Australia

The Union Research Centre on Organisation and Technology Limited
Tel: (03) 9663 4555,
Fax: (03) 9663 4443,
E-mail: urcot@rmit.edu.au,
<http://www.rmit.edu.au/~zkaren>.

URCOT is an independent research centre affiliated with the Royal Melbourne Institute of Technology. It was established to undertake workplace research

which would assist union and management representatives involved in major projects involving organisational and technological change. It works collaboratively with workers, their unions and management to improve working environments and organisational effectiveness, and promotes workers' participation in shaping organisational and technological change. Other objectives include the development of formal

Education and Training for new forms of work: International perspectives

gaged in the practical side of vocational training.

Its aim here is to *develop principles to govern initial and continuing training for skilled workers, skilled employees, journeymen and master*

craftsmen in commerce and industry, the crafts sector, agriculture, the liberal professions and the public administration and also to modernize and improve training provision to keep abreast of technical, economic and social change.

One important element in this respect is *close cooperation with practitioners: experts from all sectors of the economy work together with the Institute's professionals to develop training curricula (training ordinances) which allow for up-to-date and forward-looking vocational training.*

The Institute's range of activities has been extended in response to increasing interna-

tionalization. In addition to the principal fields of activity, it is now engaged in international cooperation in vocational training. The growing interest demonstrated by other countries in initial and continuing training concepts for in-company training, the impact of the Single European Market on vocational training, and the opening up and democratization of the countries of Eastern and Central Europe have all served to intensify the exchange of ideas and opinions and led to the introduction of cross-border projects. BIBB coordinates European Union vocational training programmes on behalf of the Federal Government and is involved in projects to advance vocational training in the countries of Eastern and Central Europe. Contacts with Third World countries have also increased.

EUROPEAN UNION

LEONARDO

<http://europa.eu.int/en/comm/dg22/leonardo.html>

Action programme for the imple-

mentation of a European Community vocational training policy. On December 6, 1994, the Council of Ministers of the European Union adopted the Leonardo da Vinci programme for the implementation of a Community vocational training policy (Official Journal L 340, 29 December 1994, pages 8 to 24). This programme, adopted for a period of five years (1995-1999) has a key objective of supporting the development of policies and innovative action in the Member States, by promoting projects in the context of transnational partnerships, which involve different organisations with an interest in training..

The adoption of the Leonardo da Vinci programme represents a rationalisation of Community action in the area of vocational training, providing the basis to enhance the value of the *acquis*. Leonardo da Vinci facilitates the taking forward of initiatives successfully developed under COMETT, PETRA, FORCE and EUROTECNET and adds new dimensions.

The programme seeks to prepare for the 21st century, by improving the quality of vocational training systems and their capacity for innovation, which are key factors for mastering technological and industrial change, and its impact upon work organisation and the competitiveness of enterprises. It is concerned with enabling vocational training to prepare for the professions of tomorrow, to anticipate change, to visualize the future, to prepare and experiment with new ways and methods.

Vocational training also finds itself at the heart of Member States' strategies to respond to the economic and social challenges of tomorrow. were published in December 1995.

Calls, proposals and country-specific information can be accessed through the website.

Leonardo da Vinci facilitates the taking forward of initiatives successfully developed under COMETT, PETRA, FORCE and EU-ROTECNET and adds new dimensions

Australia

teaching, supervision, seminars and conferences. Its research outcomes are published for trade union, corporate and academic audiences. Its research outcomes are published for trade union, corporate and academic audiences.

Dusseldorp Skills Forum
<http://www.dsf.org.au/>

The Dusseldorp Skills Forum is

an independent, non profit association with a charter to stimulate innovative educational developments, to focus upon the importance of the workforce in the continuing development of Australia, and to reach out to the wider community to promote the formation of skills and personal effectiveness, particularly in young people. The Forum was established in 1988 on the retirement of Mr G J Dusseldorp.

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Network



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Centre for Research on Work and Society / Centre de recherches sur le travail et le syndicalisme

LABOUR EDUCATION AND TRAINING
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(TRAINING MATTERS)

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email/Adresse électronique:

For more details/ Pour informations supplémentaires:

Saida Belas

Network Coordinator/ Coordinatrice de Réseau

276 York Lanes Building, 4700 Keele Street, North York

Ontario, Canada M3J 1P3 Tel/Téléphone 416-736 5612;

Fax/Télécopie: 416-736 5916; sbelas@yorku.ca

A detailed agenda of the conference will be sent out shortly to Network Members. It will also be available on our website:

<http://www.yorku.ca/research/crws/network>