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ABSTRACT

The Council of the European Communities (EC) has passed a number of decisions related to the creation of a labor market for skilled workers and to the facilitation of their free movement in a merging Europe. The establishment of comparability of vocational training qualifications is seen as a first step toward achieving the mutual recognition of diplomas, certificates, and other formal qualifications and as a prerequisite for enabling workers to make better use of their qualifications to obtain suitable employment in another Member State. The procedure involves several steps: EC selection of relevant occupations or groups of occupations; establishment of expert groups; preparatory studies and development of preliminary lists of possible occupations; development and discussion of draft occupational descriptions; and development of comparative tables. Member States are responsible for dissemination of all information developed. All EC Member States should establish by mutual agreement each occupational description with the title, duties, and tasks. A general assessment indicates that the process has proved its worth because a detailed source of information pertaining to occupations and sectors has been compiled that clarifies differences in training systems in the various sectors and the 12 Member States. Member States should compile the data necessary for every occupation at the EC level. (Appendixes include a chart showing stage of work on comparability by sector and sample occupational description.) (YLB)

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CEDEFOP Document

The EC Programme "Comparability of Vocational Training Qualifications"

Aims, working methods, evaluation

European Centre for the Development of Vocational Training

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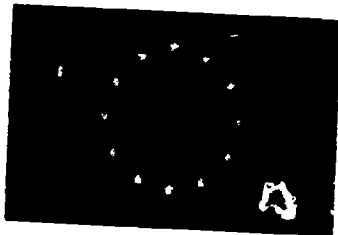
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The EC Programme "Comparability of Vocational Training Qualifications"

Aims, working methods, evaluation

Burkart Sellin, CEDEFOP, Berlin

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C O N T E N T S

| | Page |
|--|-------|
| I. Aims of the EC comparability programme | 1 |
| II. The established working procedure and its implementation by CEDEFOP | 2 |
| III. Skilled blue- and white-collar worker level and establishing the practical occupational requirements by mutual agreement among all the EC Member States | 6 |
| IV. The contribution of the work to the development of vocational training and its quality | 11 |
| V. General assessment of the process | 14 |
| VI. Conclusion | 16 |
| Annex 1-5 | 17-21 |

The EC Programme "Comparability of
Vocational Training Qualifications".

- Aims, working methods, evaluation -

I. Aims of the EC comparability programme

CEDEFOP has been commissioned by the EC to provide specialist expertise for this programme and to organize, prepare and implement it (see Council Decision of 16 July 1985, OJ No L 199/56). The aim of this programme is:

- to help create a labour market for skilled workers and to facilitate their free movement in a merging Europe;
- to enable employees, i.e. current and future skilled workers, to make better use of the qualifications they have obtained in another Member State of the EC. This applied both with regard to their applying for a job, obtaining appropriate classification and personnel development;
- to help enterprises and employers to pinpoint suitable skilled workers and if necessary to advertise positions throughout Europe.

In line with the eighth principle of Council Decision 63/266/EEC on pursuing a common vocational training policy, the establishment of "comparability of vocational training qualifications" is seen as a first step towards achieving the mutual recognition of diplomas, certificates and other formal

qualifications. Establishing comparability is considered to be one of the prerequisites for "enabling workers to make better use of their qualifications, in particular for the purpose of obtaining suitable employment in another Member State" (Article 1 of Council Decision 85/368/EEC).

Accordingly, the aim is not:

- to harmonize the vocational training systems within the EC or to bring training levels directly into line with each other;
- to implement legally binding regulations with regard to recognizing vocational training qualifications for all employees who might possibly be affected;
- to exert a direct influence on the curricula of vocational training programmes in the Member States, on their organizational framework or on the respective areas of competence.

The mandate of the decision is limited in all this to the skilled blue- and white-collar worker level. Its scope maybe extended and, if proposed by the Commission, further work may be initiated at other levels of training (see Article 2, paragraph 4).

The annex to the Council Decision entitled "Training-level Structure" may be used for reference purposes. Moreover, the Register of Occupations and Professionals in International Exchange (SEDOC register) should be used "whenever possible".

II. The established working procedure and its implementation by CEDEFOP

On the basis of proposals put forward by the competent authorities of the Member States or the competent employer or

workers organizations at Community level, the EC Commission selects the relevant occupations or groups of occupations. A series of written consultations follows and mutual agreement with the national liaison officers nominated by the Member States is obtained. The Commission submitted in 1990 an Interim Report to the Council on the work scheduled up until 1993 (1). The report indicates that 19 sectors or groups of occupations covering approximately 200 occupations at skilled blue- and white-collar worker level are to be dealt within this period (see also the status report on the work of the EC comparability programme in Annex 1).

The next step is that the EC Commission invites the Member States to name up to three experts for the selected groups of occupations, and the social partners (employer associations and the trade unions) are to be involved here. During this process, CEDEFOP arranges for preparatory studies to be carried out and draws up preliminary lists of possible occupations for the sector. This preliminary selection is based on

- a) exemplary studies in a few Member States on the development of vocational qualifications in that sector;
- b) existing occupational classifications and systems at international, EC and national levels;
- c) consultation with various experts and practitioners in the sector.

The experts nominated by the Member States are then asked to give their opinion on the preliminary selection. They are asked to comment on

- the relevance of these occupations for the sector;
- the anticipated classification of these occupations in the corresponding level of training;
- other occupations which might be relevant in the opinion of the experts.

(1) COM (90) 225 final, Brussels, 12 June 1990.

Once these written consultations are concluded, CEDEFOP then selects those occupations for which the first drafts of "practical occupational requirements" are to be drawn (see section III).

The draft occupational descriptions are discussed in detail at Community conferences. They are amended, rejected or rewritten. This work is carried out jointly by all the delegations with observers from the sectoral employers' and workers' organizations also participating in so far as they have been constituted at EC level. CEDEFOP's role in this process is not only to organize the necessary specialist discussions to be held among the competent authorities of the sector from all the Member States. It is also instrumental in obtaining, with the help of the conference participants, the basic mutual agreement necessary on the selection of occupations and the establishment of the practical requirements. The conferences are attended by interpreters and conference translators or terminologists as well, which means that the descriptions may be drawn up in the nine languages during the course of the conference - a method developed specifically for this project. Consequently, these conferences may be regarded as editing conferences also, where at the same time original descriptions are formulated in nine languages.

Specialized terminology plays a very important role in this process of course. This is why terminology charts and glossaries are compiled in addition to the above-mentioned studies to provide support to the interpreters and translators. On occasion the experts have to come up with completely new terms because e.g. the Dutch and the Flemish have to reach agreement just as the British and Irish do when it comes to occupational titles to be defined in the different Community languages.

Once descriptions of the requirements have been agreed upon and drawn up for the occupations jointly established at Community level, the delegations provide information in the form of short

level, the delegations provide information in the form of short talks and material on the training paths and diplomas and certificates in their respective Member States. The delegates themselves are responsible for assigning the latter to the occupational descriptions. They submit the appropriate information to CEDEFOP after the meeting (see Annex 2). Then the necessary comparative tables are drawn up in the original languages and are passed on together with the occupational descriptions in the form of a status report to the EC Commission. The Commission forwards the results through the official channels via the permanent representations to the Member States for their official agreement. Only then are they published in the Official Journal of the European Communities in Series C "Notices" with reference to the EC Council Decision (see Annex 3).

The Member States themselves are then obliged to develop suitable methods for passing on information on the established comparabilities to all competent authorities at national, regional and local levels.

On request these bodies can distribute an information sheet based on the model "information sheet (see Official Journal 89/C 209) drawn up by the EC Commission, which an employee can present to a potential employer together with the original of his/her vocational training qualification diploma. Such an information sheet is seen as a first step towards the frequently demanded European vocational training pass. The EC Commission can give the necessary support and advice on improving their information services to the Member States if they request it. In 1990 such assistance was provided for the first time in particular in the form of a financial contribution, e.g. for publishing brochures and information pamphlets, and preparing conferences and information campaigns. Such efforts aimed at improving information services are currently being initiated in all Member States.

Against this background the question arises in general of course as to how vocational guidance and information services work in the respective Member States and how appropriate information is disseminated from the national level to the regional and local levels.

III. Skilled blue- and white-collar worker level and establishing the practical occupational requirements by mutual agreement among all the EC Member States

According to Article 2(2), the structure of training levels (see Annex 4) is not a constituent part but rather a document which is attached to the Council Decision and which was drawn up and passed by the three-party "Advisory Committee for Vocational Training" at the EC Commission. It may be used for reference purposes by the EC and the Member States.

If we examine the definition of level 2, which is also described as skilled worker level to Article 2(3) and (4) in the Decision it is obvious that

- it leaves a great deal of scope for interpretation
- it hovers around the dividing line between education and training on the one hand and work organization on the other hand
- neither the type nor the duration or form of training is specified.

In the course of the project and even at the start when dealing with the first occupational groups, the experts came to the conclusion that the skilled worker level had to be defined more clearly.

This occurs each time the occupational descriptions are drawn up, i.e. a description of the practical occupational requirements is formulated separately for each individual occupation and divided into four sections (see Annex 5).

The wording which is generally accepted is as follows:

"I. Occupation:...

II. Duties: The (title of occupation is a skilled worker capable of carrying out in an independent and responsible manner the (typical) duties which arise in that field of work."

This means that emphasis is placed on the skilled worker "carrying out the work in an independent and responsible manner" without having to be given constant instruction or shown what to do. At the same time it does not mean that the skilled worker is autonomous in as far as planning/organizational work is concerned. It is assumed that a lengthy period of training is undertaken (possibly two or more years full-time or part-time after leaving school). See the Petra Programme.

The next section of the occupational description relates to the individual tasks. A preamble draws attention to the framework.

"III. Tasks: He/she has the skills to carry out mainly the following tasks on the basis of technical documentation and/or instructions and also in cooperation with others in keeping with applicable regulations especially those concerning health and safety, environmental protection and the demands of economic efficiency:"

In some cases the term "general instructions" is used or mention is made of specific regulations which are important for that particular occupation. Sometimes references is only made to using technical documentation.

The approximately ten tasks which are then listed individually are influenced by the following factors:

1. They should demarcate as clearly as possible the occupation of the skilled worker from related occupations and employment areas in related sectors.
2. They should make the skilled worker level itself clear, i.e. they should demarcate the occupation from that of a semi-skilled worker or from those of first-line and middle management and executives (levels 1 and 3, 4, and 5).

Mention may be made of certain specific framework conditions or situations in one or another of the Member States in a Note in Section IV (see Annex 4) and certain tasks may be excluded.

In the event that no training exists in one or another of the Member States although the profile exists in practice, nothing is entered in the tables setting out the vocational qualifications and diplomas, and the national occupational description alone is given, if necessary. Should the occupational profile not exist at all, which may be the case for geographical reasons (for example: the country is not on the coast and probably does not provide training to become a sailor) this will be included in the Note. It may happen, however - although this has not been the case as yet - that a country exercises its right to veto a proposal. Then no agreement is reached and consequently, no comparability can be established at Community level.

Each sector or group of professions has its own peculiarities. In spite of this, through the delegations being better prepared and the Community meetings, in particular, the support given by terminologists and the fact that all proposals for occupational profiles appear in all Community languages, the programme has been improved and accelerated. The way the EC Commission has run the programme with meetings of the national coordinators at frequent intervals has also contributed to this. Initially the programme had teething problems partly on account of the great amount of coordination required between the various bodies and

organizations and problems with terminology and translation. The accession of Spain, Portugal and Greece also meant that material produced prior to that date could not be used without modification (see Table annex 1).

Two things closely linked to the method remain to be commented on critically: The level of agreement is neither at the lowest nor the highest plane; it is, however, rather general and not detailed enough for certain purposes. The common denominator at an intermediate level leaves great scope for interpretations, especially for those who want to draw immediate conclusions for training regulations and profiles for the purpose of developing or harmonizing vocational training in their own countries.

Secondly, these occupational profiles are not suitable for anticipating concrete work organization in enterprises or administration. The hierarchy within companies, the scope of responsibility and the degree of division of labour vary depending on the company's size, the sector, the occupational group, etc. In other words, it is only possible to draw up a rough framework which may be made more concrete by agreements, regulations and collective contracts.

This is where the dilemma becomes obvious since one falls between two stools with such definitions. Neither the world of education nor the working world can be totally satisfied with this. This will continue to be the case so long as there is no direct link between the supply and demand for qualifications; this connection cannot be established in a market economy, nor - as we have seen - can it be maintained in the long run in a planned economy. This is, therefore, the interface problem we are confronted with.

No solution exists within the framework of this method for either of the above-mentioned critical remarks. The results can thus be used to harmonize education and employment systems but they may only be regarded as a first step on this long and

difficult road. They do, however, provide the very important "start" for establishing a common (specialist) language and on this basis permit discussions on the consequences of organization and content. This applies both to those individual Member States who want to change their supply and demand structure and to those responsible in the EC who could draw up more specific and concrete programmes as a means of encouraging e.g. partnerships and effective cooperation between training centres beyond the borders of individual countries.

Common efforts in the field of developing new occupational profiles and forms of training will only be made possible in many instances as a result of this.

With regard to terminology, terms are collated for each sector/professional group, prepared as glossaries and published by CEDEFOP.

For these reasons caution should be exercised in wanting to use these Community occupational descriptions and comparative tables directly for the above-mentioned purposes. They are at best another parameter for taking decisions. More important for those involved in the Member States is the issue of local and regional needs with reference to and the further development of existing institutions, with whose assistance it is possible to implement the right to vocational training and appropriate vocational choice. In addition, if the responsible EC authorities and bodies such as the above-mentioned Advisory Committee, the parity AD-hoc Committee for education and training within the framework of the so-called "Social Dialogue" at EC level and/or the Economic and Social Committee so wish and if the EC Commission adopts the proposal provided the matter has not been taken up by the European Parliament and the Council, the occupational descriptions and comparative tables could be granted in the medium-term the role of EC-wide minimum standards. This will only be realistic, however, if the results

prove to be viable and the Member States are actively involved in implementing them.

IV. The contribution of the work to the development of vocational training and its quality

Despite the above-mentioned limitations and the goal which is essentially restricted to supporting and ensuring employee mobility, the work carried out and its results (see Table in Annex 1) have had and continue to have a positive impact on the development and quality of vocational training.

Even if harmonization of the various training systems is not a condition or the direct intention of the work, the results are having a definite influence in quite a number of Member States.

If one or another certificate still does not completely cover the EC occupational profile, then a Member State may perhaps upgrade its training so as to be able to assign it without any reservations. However, no agreement needs to be reached on this. The responsibility for this remains with the Member State. The EC and CEDEFOP are not entitled to examine whether the training paths and certificates cover every detail of the profile. Naturally a plausibility test and a check of the completeness of the information are aspired to.

If a particular Member State is in the process of reforming its training system or is just starting to develop it in this sector, the results are often used directly as a means of comparing itself to the other countries and the EC profile. In some Member States the fact that this occurs comes very close to functioning as minimum standards.

Finally, the skilled worker level in certain Member States is harmonized with their corresponding national training levels, as e.g. in France with level V of the "éducation nationale" or in

the United Kingdom with level 2 of the "National Council for Vocational Qualifications".

The concrete information in the comparative tables on vocational qualifications and diplomas also illustrates globally how slight or great the differentiation is in the individual education systems in each sector and occupational group, at both national and EC level. The sectoral organizations and responsible bodies in the Member States should draw their own conclusions from this.

In the course of carrying out the work it also became apparent that it was easier to reach agreement in some occupational groups than in others. This may have to do with several factors:

- the degree of "professionalization" of the sector; this is greater for example in the metalworking occupations than in office occupations where a large proportion of women are employed;
- the "age" of the sector; agriculture and the building industry are "old" sectors with firmly established institutional structures in the countries;
- "division of labour" in the sector according to products or work contents and hierachy; in the textile industry there are for example major differentiations according to the individual production phases and/or products, though here the training level tends more towards the semi-skilled level;
- the level of "technological development"; in sectors which are in a state of upheaval it is naturally more difficult than in those which have already undergone change: examples here are the textile-clothing and electrotechnological/electronics industries.

The closer one gets to the level of the corresponding occupation or occupational group, the easier it is for experts to reach agreement. By reason of the factors mentioned above, important criteria are whether the occupational group is

- highly professionalized
- still relatively "young"
- not too strongly characterized by division of labour
- in a more or less completed phase of technological development

We have not had this ideal case so far. Each sector or occupational group has its own peculiarities. In spite of this, we have succeeded in improving and speeding up the programme and its implementation through the national delegations being better prepared, EC-wide meetings, in particular through the terminological support and drafts of the occupational profiles translated into all languages as well as through the effective support of the programme on the part of the EC-Commission, which has convened meetings of the national coordinators at regular intervals, enabling CEDEFOP to clarify any difficulties that may arise. The programme has now been consolidated after some initial teething problems. These were mainly due to the necessary coordination and inclusion of all the responsible bodies and organization as well as to terminological and translating problems. The fact that the new Member States which joined in 1985 (ES, GR and P) had to be taken into consideration and the material that had already been compiled could not be used immediately were further obstacles which had to be overcome.

V. General assessment of the process

Independent of the detailed assessment of the process and the results obtained by the EC institutions and Member States and independent of the subsequent reports compiled by the Member States which are scheduled to be completed by the end of 1991, it is CEDEFOP's view, based on its own experience, that a number of points should be born in mind with regard to the transposition of the Council Decision of 1985:

1. All in all, the process, which, admittedly, witnessed teething problems, has proved its worth.

For the first time since the creation of the Community a detailed source of information pertaining to occupations and sectors has been compiled which both clarifies differences in the training systems in the various sectors and in the 12 Member States and provides a common Community framework, namely, a description of the basic occupational requirements which has been derived from the real-life situation for skilled workers and staff. At the level of experts who, as a rule, were involved in occupational and training matters, it was relatively easy to reach agreement. Concentrating on the goals and a step by step approach towards these ends has proved to be a good policy and a good basis for reaching compromise. Information which is "binding" for a defined period of time, in this case 5 years, seems to be more expedient than "legally binding" regulations. The extent to which the agreement reached is binding is the product of the reliability and plausibility of the information and of the fact that all the competent bodies in the Member States are involved in compiling the information. This also facilitates improving the quality of information through feed-back.

2. It is difficult to reach "agreement" which is stipulated in the 1985 decision if:
 - the compromise reached is questioned subsequently in a formal manner within the verification process which is carried out by the EC Commission,
 - the definition of occupations and occupational descriptions are not precise enough, if they show too great an overlap or if the level of skills of the workers in the relevant occupational group is not (yet) defined closely enough, as is more frequently the case in the service sector;
 - initial vocational training exists only in few cases or if the occupation can be said to be one which

can be learned on the job.

3. A number of improvements should be envisaged:
 - the need for agreement at expert level should be maintained as it also promotes the will to cooperate and to reach compromise. In borderline cases, however, decisions should be taken by qualified majority to avoid progress being blocked by a Member State. This can only apply to occupational descriptions and not to training. The results reached at expert level should not, however, be put in question for formal or political reasons by the Member States as the information compiled is not of a legally binding nature.
4. Details of training and certification should remain the sole responsibility of the Member States who should continue to compile and present the data. The texts should in future be more clear in demonstrating that skills certification covers at least the requirements commonly agreed upon. The term "practical occupational requirements" should be changed and could be replaced by the term "commonly agreed basic occupational requirements". This is more accurate as - particularly in the case of more advanced skills - the limit of "practical occupational requirements" cannot be set. In the course of work, the term "practical occupational requirements" has been defined in such a way to include "occupational requirements" which are derived from occupational experience.
5. The data on training should remain in its present form as it is sufficiently detailed for work at Community level. The Member States should, however, prepare for each occupation/occupational group additional detailed information which would be provided upon demand. This should include information on:
 - the duration of training
 - the curricula
 - the numbers and types of training centres, the bodies by which they are run and their location
 - the number and age of trainees at the beginning and end of training
 - the numbers completing courses successfully and the paths they then pursue (e.g. employment or further training/study)
 - entry requirements and information on career education at school
 - opportunities afforded after training to continue studies or further training, etc.

Work to compile and update such data on every occupation or occupational group/sector at Community level would prove too

extensive. The competent services in the Member States are the appropriate bodies for such work. They could set up modern communication networks, could provide relevant information when required or offer such information in a number of languages.

In addition to this, CEDEFOP has the task, independent of comparability work, of intensifying comparative studies on specific sectors, of gathering information produced by national authorities and of studying and assessing this in cooperation with the competent or other interested bodies at national level.

The frequency of updating and revising data and the methods to be used to this end have still to be clarified. A decision must also be taken on allocating responsibility for deciding on the grounds for, and the time and method of updating occupational profiles.

VI. Conclusion

The EC Commission, in cooperation with CEDEFOP, has prepared a brochure in all Community languages on the project. It will be distributed free of charge to all competent and interested bodies both as a source of information and to support them in their own efforts to produce information on the topic. The brochure contains a list of addresses of the national coordinating bodies and services which are responsible for providing information and which individuals are free to contact.

Based on the Council Regulation of 18 December 1990 (OJ No. 91/C109/01) the Member States are obliged to report by the end of 1991 on actual use of the system, to provide an assessment by practitioners, potential and actual users and to present recommendations for improvement. On the basis of an evaluation currently in progress which is being carried out on behalf of the Commission by external experts, the social partners and CEDEFOP, the Commission will make proposals on continuing, extending or adapting work to take other occupational sectors and, particularly, levels of vocational training into consideration. The Council of Ministers will deliberate over these proposals in the second half of 1992.

Comparability of Vocational Training Qualifications, Programme 1991/92 CEDEFOP
Stage of work on "comparability" by sector

OVERVIEW Date December 1991

| Sector | 1. HORECA | 2. MOTOR VEHICLE REPAIR | 3. CONSTRUCTION | 4. ELECTRICAL/ELECTRONICS | 5. AGRICULTURE | 6. TEXTILE/CLOTHING | 7. TEXTILE INDUSTRY | 8. METALWORKING | 9. BUREAU/ADMINISTRATION - BANKING/INSURANCE | 10. SALES/COMMERCE | 11. CHEMISTRY AND PROCESS INDUSTRY | 12. TRANSPORT | 13. FOOD INDUSTRY | 14. TOURISM | 15. CIVIL ENGINEERING | 16. PRINTING/MEDIA | 17. LEATHER & LEATHER GOODS | 18. IRON/STEEL | 19. WOOD/FURNITURE | | |
|--|-----------|-------------------------|-----------------|---------------------------|----------------|---------------------|---------------------|-----------------|--|--------------------|------------------------------------|---------------|-------------------|-------------|-----------------------|--------------------|-----------------------------|----------------|--------------------|--|--|
| Stage of work | | | | | | | | | | | | | | | | | | | | | |
| 1. Preparatory studies underway | | | | | | | | | | | | | | | | | | | | | |
| 2. Provisional list of selected occupations | | | | | | | | | | | | | | | | | | | | | |
| 3. Draft occupational descriptions | | | | | | | | | | | | | | | | | | | | | |
| 4. Invitations sent out to experts (1st meeting) | | | | | | | | | | | | | | | | | | | | | |
| 5. Exp. meetings concluded, joint agreement reached | | | | | | | | | | | | | | | | | | | | | |
| 6. Table of comparable qualifications drawn up | | | | | | | | | | | | | | | | | | | | | |
| 7. Final report in 9 languages sent to the experts and to the Commission | | | | | | | | | | | | | | | | | | | | | |
| 8. Preparation for publication | | | | | | | | | | | | | | | | | | | | | |
| 9. Published in OJCE (Serie C) | X | X | X | X | X | X | (X) | X | X | X | X | | | | | | | | | | |
| Number of occupations defined on skilled worker level | 8 | 9 | 13 | 10 | 26 | 9 | 22 | 20 | 6 | 6 | 7 | 9 | 12 | 5 | 11 | (12) | (6) | (5) | (7) | | |
| Total number Published in O.J | 117 | | | | | | | | | | | | | | | | | | | | |
| Total NO defined: 117+56= 173 | | | | | | | | | | | | | | | | | | | | | |
| Total NO: ± 200 | | | | | | | | | | | | | | | | | | | | | |

(X) indicates the stage work has reached!



A - COMPARATIVE TABLE OF CERTIFICATES AND DIPLOMAS

- I. Community designation for the occupation in the various languages of the European Community together with the SEDOC ⁽¹⁾ number [if included in the SEDOC register].
- II. Abbreviations for the Member States:
 - B: Belgium.
 - B (F): French Community.
 - B (G): German-speaking Community.
 - B (N): Flemish Community.
 - DK: Denmark.
 - D: Germany (FR).
 - GR: Greece.
 - E: Spain.
 - F: France.
 - IRL: Ireland.
 - I: Italy.
 - L: Luxembourg.
 - NL: Netherlands.
 - P: Portugal.
 - UK: United Kingdom.
- III. National code for the occupation (if applicable).
- IV. National designation for the occupation.
- V. Title of the certificates, diplomas, other vocational training qualifications of the Member State.
- VI. Institutions providing vocational training.
- VII. Organizations entitled to award certificates, diplomas or other qualifications.

B - DESCRIPTION OF PRACTICAL VOCATIONAL REQUIREMENTS

- I. Community designation of the occupation with the relevant SEDOC number [if included in the SEDOC ⁽¹⁾ register].
- II. Description of general duties for the occupation concerned.
- III. Detailed description of tasks.
- IV. Remarks.

⁽¹⁾ SEDOC = Register of occupations and professions in international exchange. Office for Official Publications of the European Communities, Luxembourg
The SEDOC classification numbers are intended only for reference.

| Sector/occupational group | No. of occupations conjointly dealt with at EC level | Published in the Official Journal of the EC No. ... or publication under preparation ¹⁾ |
|---|--|--|
| Hotel, restaurant, catering (HORECA) | 8 | C 166 of 3.7.1989 |
| Motor vehicle repair | 9 | C 168 of 3.7.1989 |
| Construction | 13 | C 292 of 20.11.1989 |
| Electrical/electronics | 10 | C 321 of 22.12.1989 |
| Agriculture (including horticulture and forestry) | 26 | C 83 of 2.4.1990 |
| Textile - clothing | 9 | C 253 of 8.10.1990 |
| Textile - industry | 22 | under preparation |
| Metalworking | 20 | C 196 of 25.7.1991 |
| Chemical and related process industries | 7 | under preparation |
| Office/administration including banking and insurance | 6 | under preparation |
| Commerce | 6 | under preparation |
| Total: | 136 | |

ANNEX

Training-level structure referred to in Article 2 (2)

LEVEL 1

Training providing access to this level: compulsory education and professional initiation

This professional initiation is acquired at an educational establishment, in an out-of-school training programme, or at the undertaking. The volume of theoretical knowledge and practical capabilities involved is very limited.

This form of training must primarily enable the holder to perform relatively simple work and may be fairly quickly acquired.

LEVEL 2

Training providing access to this level: compulsory education and vocational training (including, in particular, apprenticeships)

This level corresponds to a level where the holder is fully qualified to engage in a specific activity, with the capacity to use the instruments and techniques relating thereto.

This activity involves chiefly the performance of work which may be independent within the limits of the relevant techniques.

LEVEL 3

Training providing access to this level: compulsory education and/or vocational training and additional technical training or technical educational training or other secondary-level training

This form of training involves a greater fund of theoretical knowledge than level 2. Activity involves chiefly technical work which can be performed independently and/or entail executive and coordination duties.

LEVEL 4

Training providing access to this level: secondary training (general or vocational) and post-secondary technical training

This form of training involves high-level technical training acquired at or outside educational establishments. The resultant qualification covers a higher level of knowledge and of capabilities. It does not generally require mastery of the scientific bases of the various areas concerned. Such capabilities and knowledge make it possible in a generally autonomous or in an independent way to assume design and/or management and/or administrative responsibilities.

LEVEL 5

Training providing access to this level: secondary training (general or vocational) and complete higher training

This form of training generally leads to an autonomously pursued vocational activity — as an employee or as self-employed person — entailing a mastery of the scientific bases of the occupation. The qualifications required for engaging in a vocational activity may be integrated at these various levels.

6. AIRCRAFT MECHANIC (M/F) MAINTENANCE AND INSPECTION

ANNEX B

DESCRIPTION OF THE MUTUALLY AGREED PRACTICAL OCCUPATIONAL REQUIREMENTS

I. OCCUPATION: Aircraft mechanic (m/f) maintenance and inspection SEDOC: 8-45.50

II. DUTIES: The aircraft mechanic is a skilled worker capable of duly performing in an autonomous and responsible manner the work involved in the inspection and maintenance of aircraft.

III. TASKS: On the basis of technical documentation, through rational use of tools and with due regard to ecological, health and safety regulations, he/she performs mainly the following tasks according to job instructions:

1. Organizing his/her workplace.
2. Reading and applying technical documentation.
3. Determining work stages, tools and methods in compliance with manuals.
4. Selecting and applying tools, measuring and auxiliary instruments in compliance with manuals.
5. Carrying out regular inspection and maintenance work on aircraft and flight systems in accordance with relevant specifications issued by manufacturers and monitoring authorities respectively.
6. Performing maintenance work on the following sub-systems:
 - propulsion systems
 - air-frame systems
 - undercarriage systems
 - steering and control systems
7. Checking the work performed and making the respective sub-systems ready for operation.
8. Preparing reports and notifying those responsible of defective operational parts.
9. Servicing and maintaining relevant equipment, machines and tools and performing simple repair work.
10. Collecting technical data on work processes and results.

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The EC Programme "Comparability of Vocational Training Qualifications"

Aims, working methods, evaluation

Burkart Sellin, CEDEFOP, Berlin

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