

labour market. This group represents 5% of the total unemployed.

(5) Fifty per cent of apprentices are trained in the area of crafts; 20% in trades; 15% in tourism; 15% in industry.

(6) Ninety per cent of apprentices are trained in small companies with up to 20 or 30 employees.

(7) Apprentices spend four days working and one day in school. Unions would like this increased to two days in school as in Germany.

(8) Schools find it sometimes difficult to keep their curriculum up to date with the needs of industry and ask that industry communicate its needs to the schools.

(9) Technical high schools (not in the dual system of training) oblige pupils to spend their summers working as trainees. Industries receiving these pupils receive no subsidization from the government. They recognize the long-term benefits of helping train the future labour force.

(10) Pilot projects exist in which teachers spend their summers in industry to gain knowledge of private sector needs.

(11) At ITT, parents play a role in the training process by giving input and assuming responsibility for the performance of their children.

(12) ITT retrains 40% of its adult employees per year.

(13) Because many parents are slow to break from traditional expectations, there are problems with girls being limited to traditional fields.

(14) ITT spends over 40 million schillings (\$4 million) on adult and apprentice training per year.

(15) Re-training focuses on filling in gaps in the labour market and is task-oriented for products needed by the company.

(16) More emphasis should be placed on the ability to solve problems during the training/re-training process.

(17) Selection of apprentices after nine years of schooling (age 15):

(a) one of 15 applicants is selected for training;

(b) school marks in math, physics, German and English are considered;

(c) 150 possible candidates are sent to the Employment office for a manual skills test;

(d) those who pass are put through a special ITT test involving technical and drawing skills, logic and a basic knowledge in electricity; 40 to 50 are selected;

(e) after an interview with the candidate and his parents to determine family support, final selection is made by a board with personnel, training and foremen representatives.

(18) ITT offers special courses in new technology fields and allows other companies to send their workers to ITT for training/re-training (other companies must pay for participation).

(19) The cost per apprentice varies with each trade; ITT spends approximately \$14,000 per year (net) to train an electronics apprentice.

(20) In subsequent years of the apprenticeship, the costs are lessened. The long-run benefits outweigh the initial costs.

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(1) The provincial Ministries of Education are responsible for vocational training in schools and training centres.

(2) The federal government sets training policy and oversees enterprise-based training.

(3) The Chambers of Industry and Commerce administer this training.

(4) There is a standing conference of vocational ministers as well as a committee to coordinate enterprise-based and in-school vocational training.

(5) A general training framework is agreed upon by the provinces; the federal government must agree to this framework of training orders registered with Chambers of Industry and Commerce.