

The impact on vocational training of studies  
Analysing and forecasting trends in occupations

Case studies in Germany, the Netherlands and Denmark

**Author**

Danish Technological Institute (DTI)  
Gregersensvej  
PO Box 141  
DK-2630 Taastrup

First edition, Thessaloniki 1998

Published by:

CEDEFOP — European Centre for the Development  
of Vocational Training  
Marinou Antipa 12, GR-57001 Thessaloniki

Postal address:

PO Box 27 — Finikas, GR-55102 Thessaloniki

Tel. (30-31) 49 01 11

Fax (30-31) 49 01 02

E-mail: [info@cedefop.gr](mailto:info@cedefop.gr)

Internet: <http://www.cedefop.gr>

The Centre was established by Regulation (EEC) No 337/75  
of the Council of the European Communities, last amended  
by Council Regulation (EC) No 251/95 of 6 February 1995  
and Council Regulation (EC) No 354/95 of 20 February 1995

Technische Universität Darmstadt  
19012/2003  
Institut für Berufspädagogik

Bibliothek für Berufspädagogik



59150464

# Contents<sup>®</sup>

<b>I. PREFACE</b>	<b>1</b>
<b>II. INTRODUCTION: THE FRAMEWORK OF THE STUDY</b>	<b>3</b>
1. BACKGROUND	3
2. OBJECTIVES	3
3. METHODOLOGY	4
4. INTRODUCTION TO THE CASE STUDIES	5
<b>III. CASE STUDIES</b>	<b>11</b>
1. CASE STUDY 1: MARKET SCANNER FOR THE INSTALLATION SECTOR	12
A. PREFACE	12
B. BACKGROUND TO THE PROJECT	12
C. METHODOLOGY	13
D. RESULTS OF THE PROJECT	17
E. IMPACT OF THE MARKET SCANNER	18
2. CASE STUDY 2: 'OCCUPATIONAL ANALYSIS' IN THE FIELD OF INLAND NAVIGATION	20
A. PREFACE	20
B. THE SYSTEM OF SECONDARY VOCATIONAL EDUCATION IN THE NETHERLANDS	20
C. DESCRIPTION OF THE RESEARCH METHOD	22
D. VOCATIONAL ANALYSIS IN INLAND NAVIGATION	23
E. THE IMPACT OF THE RESEARCH	27
i) Impact	27
ii) Conclusion	31
3. CASE STUDY 3: 'QUALIFICATION ANALYSIS' FOR REVISION OF INITIAL TRAINING FOR MOTOR-VEHICLE MECHANICS	32
A. PREFACE	32
B. THE STRUCTURE OF THE DANISH VOCATIONAL SYSTEM	32
C. THE STRUCTURE OF THE DANISH MOTOR-VEHICLE MECHANIC VOCATIONAL EDUCATION	33
D. BACKGROUND	34
E. METHODOLOGY	36
F. RESULTS	37
G. IMPACT	38
i) Curriculum Development	38
ii) Legislation of Curriculum Regulations	39
iii) Information Campaign	39

<b>4. CASE STUDY 4: ACTION RESEARCH FOR JOB IMPROVEMENT IN THE PLASTICS INDUSTRY</b>	<b>41</b>
A. PREFACE	41
B. BACKGROUND AND GOALS	41
C. METHODOLOGY	42
D. RESULTS	43
i) In what direction will jobs develop?	43
ii) How can the education schemes produce the necessary qualifications?	44
E. DEVELOPMENT OF COURSES	45
F. IMPACT	46
<b>5. INTRODUCTION TO CASE STUDIES 5 AND 6</b>	<b>49</b>
<b>6. CASE STUDY 5: 'TECHNOLOGICAL DEVELOPMENT AND CHANGING DEMANDS ON QUALIFICATION IN THE CONSTRUCTION SECTOR' AND ITS IMPACT ON THE REVISION OF THE ORDINANCE FOR 17 CONSTRUCTION OCCUPATIONS</b>	<b>53</b>
A. PREFACE	53
B. GOALS AND BACKGROUND	53
C. METHODOLOGY	55
D. RESULTS	56
E. IMPACT OF THE STUDY	59
i) Impact on the Process of Ordinance and Curriculum Revision	59
ii) Additional Impacts	61
<b>7. CASE STUDY 6: 'FOUNDATIONS AND SUGGESTIONS FOR A NEW TRAINING ORDINANCE: DATA PROCESSING CLERK' AND ITS IMPACT ON FOUR NEW ORDINANCES IN THE INFORMATION TECHNOLOGY SECTOR</b>	<b>62</b>
A. PREFACE	62
B. BACKGROUND AND GOALS	62
C. METHODOLOGY	63
D. RESULTS	67
E. SUGGESTIONS FOR ESSENTIAL CHANGES IN THE TRAINEESHIP PROFILE	68
F. IMPACT OF THE STUDY	69
G. CONCLUSIONS	72
<b>IV. CONCLUSIONS</b>	<b>75</b>
<b>1. LESSONS LEARNED AND CRITICAL REMARKS ON THE CASE STUDIES</b>	<b>75</b>
<b>2. SUGGESTIONS FOR FURTHER STUDIES</b>	<b>78</b>
<b>V. REFERENCES</b>	<b>81</b>