

# Vocational training

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# VOCATIONAL TRAINING

## INFORMATION BULLETIN

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of the European Communities

### **Editorial**

The 1974 editions of the Bulletin are being sent to you to let you know the type of publication we are undertaking. However, to receive the 1975 editions the order form must be filled out and returned to us. You will find this order form inside the back cover.

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# Transactional analysis and the trainer

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Eric Berne, M.D., wrote several books before coming to the attention of the general public in 1964 with his popular title, *Games People Play* (available in a Penguin Edition, 1968). The title along with the subject matter made his name well known, first in America and then throughout the rest of the western world.

The 'Games' which Berne identifies and describes are situations which can be seen and analysed through the awareness and analysis of *transactions*. Simply stated, a transaction is the act of one person talking to another and the other speaking in return. The first person's comment is termed the *stimulus*, the second is the *response*. Any transaction has a single stimulus and a single response. Conversations are sets of transactions, that is a series of stimuli and responses.

An understanding of this concept, when combined with several others developed by Eric Berne, can be of substantial assistance to the trainer as he designs, implements and evaluates his training programmes, as I shall discuss later.

## BASIC CONCEPTS

First, let us briefly review some of his other applicable ideas. Berne and his followers believe that each human personality is comprised of three separate elements or 'ego-states': 'Parents', 'Child' and 'Adult'. The 'Parent' is the total of everything we observed in our own parents during our early childhood. It also includes the parents' instructions as to how we should behave in many situations. In that way our 'Parent' gives us the ability to make many of our responses to situations virtually automatically. Our 'Parent' is in control of our actions when we say to ourselves, 'This is the way it *should* be done!' or 'This is the way it *should not* be done!'

We were all children once and the memories and sensations we experienced as children are stored in our 'Child'. Our 'Child' is in control when we reexperience feelings of sudden delight and honest enjoyment along with those of rejection and frustration. Most of our responses which are spontaneous or creative come from the 'Child' and it is this ego-state which is seen to house our intuitive and instinctive forces.

At a time later in our maturation, we begin to acquire information through our developing powers of factual observation. When this process begins, our 'Adult' is born and begins to grow. The 'Adult' can be characterized as a computer which processes information gained from direct observation of the world and from the data stored in the 'Parent' and the 'Child'. Processed through the 'Adult's' computer, the combined data allow us to take decisions, to measure probabilities and to assess reality.

## TWO-PERSONS COMMUNICATION

Usually in our working life we appear to communicate with each other on an adult or man-to-man basis. That is to say, my 'Adult' giving a stimulus to your 'Adult' and gaining a response in return, 'Adult' to 'Adult'. This is what we see at the *social* level. But other actions can occur at another level, the *psychological* level, which we frequently are aware of but don't admit. Where 'Adults' appear to talk to each other in a social context, underneath we have some interesting 'Parent' to 'Child' conversations. One example:

## Social level

*Stimulus:* John, have you seen the large spanner?  
I can't find it where it's normally stored.

*Response:* It should be in the cabinet, George.  
I used it yesterday and put it back there.

*Stimulus:* Are you certain you put it back?  
It's definitely not here.

*Response:* I remember returning it to the cabinet.  
Mind telling me why you need it so quickly?

We can replay this conversation at the psychological level in terms of what George and John were actually feeling and saying in their concealed selves:

## Psychological level

*Stimulus:* John, you obviously didn't put the spanner back. Why can't you ever do anything right?

*Response:* There you go again, acting as though I haven't a brain in my head. Of course it's there if you only had brains enough to look.

*Stimulus:* Getting pretty much out of line with me aren't you? I'll put you in your place now!

*Response:* Why are you always in such a hurry to put me down? I'll even get the score with you some day. But I can't get out of this one. Why does this always happen to me?

## 'GAMES PEOPLE PLAY'

The above conversations are based not only upon two transactions but upon two levels of transaction. At the social level we have heard a conversation which appears superficially as 'Adult' to 'Adult'. If we could have observed the discussion, heard the tones and seen the expressions we could have been aware that, at the psychological level, there was actually a 'Parent' to 'Child' conversation occurring. These feelings at the psychological level is a 'Game' being played. Hidden conversations at the psychological level between 'Parent' and 'Child' usually indicate the presence of a 'Game' in Berne's definition.

A 'Game' is a series of ulterior transactions at the psychological level which proceed to an outcome which gains something for one player at the expense of the other. Eric Berne has given titles to many common 'Games', some of which appear below. However, in the example above we see George beginning to play a 'Game' of 'Now I've Got You'. He has created a situation by bringing out some 'Child' feelings and responses

from John. These make George feel better, stronger and certainly superior. At the end, John begins to play a 'Game' of 'Why Does It Always Happen To Me?' so that he can feel better in terms of anyone else who overheard the conversation.

These are two common 'Games' found in the world of business. There are many others and varieties of them which people use at the psychological level between the 'Parent' and the 'Child'. Some of the other titles which can be found particularly in training and supervisory situations are:

'Mine Is Better Than Yours'

'Kick Me'

'If It Weren't For You'

'Ain't It Awful?'

'Why Don't You And Him Fight?'

'Why Don't You?—Yes But'

'I'm Only Trying To Help You'.

## APPLICATION TO TRAINING

Although Berne wrote primarily for professional psychotherapists, there is much practical application of his work in industry, commerce and government. It applies and can be used effectively in any situation where human relationships occur, particularly when they occur in an organizational structure where there are superior-subordinant hierarchies and union-management confrontations. It is the essence of transactional analysis, or T.A. that it can be applied effectively to practical work situations.

Berne refused to use academic psychological terms, so that all of his concepts are reasonably simple to understand and apply. In fact, Berne believed that a person is well on his way to understanding T.A. if he understands the usage of the four words described above: Parent, Child, Adult and Game. The concepts and their use provide an effective method for recognizing and understanding communication and finding ways to remove barriers to communication, thus providing a better work environment.

Berne's work and that of his colleagues provides a method of understanding one's own reactions to life situations, those of others and of inter-personal relationships. Because trainers work continuously in the area of relationships and improving them, T.A. is a method of understanding and gaining the most out of training relationships and communications.

Within the United States the concepts have been used as a technique in training trainers, managers, salesmen and in organizational development. We have also been using it effectively in the United Kingdom. In an article by Thomas C. Clary which appeared in the 'Training and Development Journal' of October 1972, the results of the successful use of T.A. in supervisor training was discussed.

Before beginning the training programme, Clary and his colleagues established five goals which were necessary for including the transactional analysis methods. These were that they:

'... had to be incorporated within the current structured curriculum.'

'... would provide a better means for the trainee to understand himself.'

'... would provide a better means for the trainee to understand others and his relations with others.'

'... would be a better vehicle to provide the trainee with ability of being more adaptable to change.'

'... would provide a better management tool for better results in an accelerated dynamic organizational situation.'

These goals are consistent with the introduction of new methods into most training programmes and can serve as a basis for evaluation.

After including T.A. training in a six-week course for supervisors, Clary says: 'The results of the evaluation are not conclusive but they are sufficient to cause us to change our approach and adopt transactional analysis as a technique in teaching.' Since the time of his writing, transactional analysis has been retained and strengthened in the course and has also been extended to other courses for which Clary has responsibility.

Other similar and more strongly positive reactions from other organisations have been reported since 1972 as have our own reactions been positive from our inclusion of the methods in our programmes. The indications are strong that T.A. is not only a good method for a trainer to possess and understand in his analysis of training needs but is also useful in the implementation of the behavioural changes necessary for successful training.

## **TRAINING OF TRAINERS**

We have included three stages of instruction and practice in transactional analysis in our general trainer, supervi-

sor and management training programmes. In the first stage, quite early in the overall coursework, we introduce the trainees to the basic concept of the three ego-states, 'Parent', 'Adult' and 'Child' and to the two levels of communication which can occur among them. Practice in recognizing the different levels of communication is afforded through the use of pretaped audiocassettes and role-playing.

Later in the programme, the second stage is introduced, an introduction to the 'Life Style Positions'. These are the assumptions which we make about ourselves in relation to others and which relate directly to the ways in which we communicate. This part of the programme begins to move the course members away from any possible feelings of insecurity about their abilities in work situations and towards a more healthy and effective position which is more typical of the 'Adult'.

Thirdly, the way human beings organize their time is analysed in detail. One method of filling time is through work or directed activities. Another is to withdraw into our own thoughts and day-dreams, an action which fills time, makes us feel secure and relieves boredom. 'Games' are also a means of filling time. But because they are being played by the 'Parent' or the 'Child', they can at their worst be harmful or damage effective and useful communications at their best. During the examination of time-structuring, methods of recognizing 'Games' and eliminating them are described and practised.

Because T.A. principles are understandable in terms of the current training and work concepts of Maslow, McGregor and Herzberg the work of the three stages of training described above can be inserted into most existing curricula.

Within the coursework, particularly coursework developed for the training of trainers, the principles provides a focus for understanding motivational and communication concepts and barriers in an on-the-job setting.

## **PITFALLS**

There is always a danger that the acceptance and use of a new method or theory in training will exclude the use of others which have been well-proven. The time then comes when another new theory in turn takes its place. This situation could arise with transactional analysis because of its growing popularity and applicability. Certainly, T.A. is popular and applicable, but it is only one theory and one which should be used in conjunction with and to supplement other theories and methods of training.

When seen in this way, the practical application of transactional analysis to specific needs in a training situation, complementing other techniques and methods, provides an effective method of understanding human relationships at work and of improving on-the-job communications and effectiveness. The soundness of T.A. has been proven both in the United States and Europe where an increasing number of trainers are applying its

concepts to their programmes. It is to be hoped that it will be included as a primary and important module in an increasing number of industrial and commercial training programmes, particularly those which are designed to train trainers themselves in the theories, methods and practice of designing and implementing their training programmes. ■

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# Information

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## 19. Vocational Training in Japan

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The Vocational Training Act of 1969 set out a national scheme which reflects in many ways a similar approach to those of the countries of Western Europe. Nevertheless, the background to the conception of the 1969 Act in Japan suggests a far more radical change to the traditional way of life for the Japanese worker than has been experienced in Europe.

In the past, a feature of the Japanese labour market was that of lifetime employment—an age/wage system in which the worker committed himself to a single firm and where the setting of wage rates, promotion and other social benefits were in terms of age and family income needs rather than being directly proportional to job performance. Training was provided within the firm to meet its needs. Recruitment was from school leavers and there were private agreements between employers not to poach each other's workers.

It has been estimated that some 30–40 percent of employers were involved in the lifetime employment system particularly in large firms and government agencies. However, the boom years of the 50s and 60s led to a shortage of young workers as industry rapidly expanded. Further, the improved social conditions led to demands for better education and an increasing number of 15 year old junior high school leavers—the backbone of the blue collar workers—went on to senior high school. This proportion rose from

55 percent in 1959 to 85 percent by 1971. Even then most people were still being trained within industry although some were going to vocational and technical schools. There were some 250 000 attending government training programmes out of a work force of some 50 million. By comparison, in Sweden, some 94 000 workers benefited from government training in 1971 out of a work force of only 4 million. Needless to say the manpower agencies in Japan have had to organize training against a background of rapid change in traditional recruitment, labour requirements, advancing technology, and social outlook by Japanese society.

The present training pattern can be traced back as early as 1947 when two laws were introduced: the Employment Security Act for the unemployed, and the Labour Standards Act for the regulation of apprenticeship. As these measures became inadequate, a Vocational Training Law was enacted in 1958 but it too failed to meet the needs of the 1960s as labour shortages increased. As a result, a study was conducted by the tripartite advisory Central Vocational Training Council and this was followed by the revised training law of 1969 and a subsequent five year plan.

The Act sets out four main categories of trainees for public training places. Responsibility for the administration of training centres rests mainly with the Vocational Training Bureau of the Ministry of Labour but a significant role is also given to the Employment Promotion Projects Corporation, a semi-governmental agency with a broad range of powers. The Corporation is financed from unemployment insurance funds and works

in liaison with the employment service (PESO).

The four categories are:

*Basic training.* This deals mainly with skill development for junior high school leavers. There is lesser participation by senior high school leavers and college graduates.

Since only two-thirds of the applicants are currently accepted (on the basis of aptitude, achievement, and physical examinations), it is clear that young people and employers regard this training as a useful bridge to work. A 1968 investigation of those who had completed basic manpower training showed that practically all obtained employment promptly, and were especially concentrated in smaller establishments: 54 per cent joined firms employing fewer than 1000 workers. This gravitation toward smaller firms where training is weak suggests that the public courses are particularly helpful to the less able or less well-connected school-leavers, since the largest firms are able to select the best boys and girls for their own training-programmes.

Courses last from 6 months to 3 years. Some are offered in the evenings for those taking jobs directly upon leaving school, and separate courses are held for junior high, senior high and above, and physically handicapped youngsters. No tuition is charged, and monthly grants or loans as well as low-cost transportation are available to trainees.

*Re-employment training.* This is essentially for the unemployed (especially those over 35); those leaving declining or changing industries; those displaced from jobs; the physically, mentally, and socially handicapped; those planning to move from isolated areas; and unemployed professionals. Courses last 6 months; some are given in private facilities. Special centres are maintained for the physically handicapped and speedy placement in jobs is the object.

A fair degree of success in placing trainees has been recorded. According to a 1968 study, 93 per cent of trainees who completed a course found jobs, two-thirds of which were with firms with fewer than 100 employees. Again the connection is established between



less able workers and smaller firms with little interest in or capacity for training.

A five year plan for 1971-75 has concentrated on adapting the various courses more closely to the particular needs of the various groups included under this umbrella programme.

*Upgrading training.* Under the 1969 law increased efforts is being directed towards the public manpower training of adult workers who may be employed at less than their potential, especially aspiring skilled workers, technicians, and supervisors. The government also fosters training within industry for foremen and supervisors and estimates that since 1959 over 1 million supervisors have been trained in this way.

*Updating training.* This is sometimes joined with upgrading training as the core of training or recurrent education, similar to Western European. It is designed to add new skills or to supplement existing skills of employed workers in line with technological and organizational changes in industry. Courses are short, often 1 week and the facilities of other training courses are utilized. Places for updating training are to be doubled by 1975, counting both public courses and authorized employer training.

Apart from the training categories described above there are a number of aspects of training in Japan which merit attention of which the following five are of particular interest.

*The Institute of Vocational Training.* This was created in 1961 and operates under the Employment Promotion Projects Corporation. It has responsibility for basic and refresher training of instructors, research on vocational training and international co-operation and exchange of training instructors. The Institute also operates some training centres and offers correspondence courses for skilled workers. It operates a research centre and publishes reports and a bi-monthly technical journal.

*Subsidized training within industry.* This is provided by the government and

over 100,000 workers are trained annually under approved private training programmes. There are two types of subsidized training: the independent type where individual employers offer approved training of their own workers and a joint or co-operative type of training where groups of employers, employer organizations, trade unions or non-profit making organizations undertake training schemes. As there is a large number of small firms in Japan the government is particularly anxious to foster this latter form of training.

To qualify, an organization must submit a systematic training programme which meets the Ministry of Labour's standards for curriculum, participants, training time, equipment, number of instructors and related matters. When a programme is approved by the prefectural governor's office, the prefectures and the Employment Promotion Projects Corporation can provide instructors, teaching and other materials, give guidance and technical assistance and, on request, conduct part of the training as well as permit the use of public training facilities.

One-fourth of the operation costs of the co-operatives are paid by the government. No subsidy is paid to an independent type of programme established within a firm, but loans are available to both types of programme for the costs of construction of facilities. Small and medium-sized firms are especially favoured.

*Skill examinations, certificates and awards.* Efforts have been made to reconcile the need for education in the expanding manufacturing and export sector by awarding certificates to workers upon completion of various theoretical and practical tests.

Between 1959 and 1971, there were almost 1 million applicants to these skill tests. The success rate over this period was 36.3 for the 550 000 taking the 2nd grade or lower test, and 48.8 per cent for the 390 000 taking the 1st grade test. Those who pass can call themselves, for example, first-grade machinists. One investigation showed that about 40 per cent of the firms whose workers passed tests rewarded them with wage increases of other benefits.

To increase the supply of broadly skilled workers and confer a higher and more uniform status on them as well as to promote inter-firm mobility, the national skill tests are to be increased to cover up to 200 occupations by 1975 (compared to the present 78) and will be co-ordinated with vocational training courses. Firms are also being urged to adopt a wage system based more closely on the job and the worker's ability, and not less on age and seniority.

*Links between high schools and basic vocational training courses for school leavers.* Recognizing the prestige which attaches to the high school diploma, the Ministry of Labour and the Ministry of Education initiated a joint programme in 1961 for junior high school leavers who enroll in approved full-time vocational training centres and also undertake correspondence or evening courses at senior high school level. This method provides the trainee with a means of acquiring the necessary standards to meet the high school diploma.

The content of vocational courses in the high schools and in the vocational training courses is co-ordinated and supervised as to standards. For example, the 3-year full-time high school machine course (3 885 hours) conforms to the same standards as that for the advanced 2-year training course (3 400 hours) for junior high school leavers, although the time distribution varies, as follows:

	Senior high school	Training centre
Total	100.0	100.0
Technical subjects	34.0	20.6
Practice	15.0	70.6
Cultural subjects	49.0	8.9
Home room	2.0	—

*Instructor training.* The 1969 law provides for instructor training as one of the main types of training. All instructors must obtain licences from the Ministry of Labour or its designated agents. Licences are secured through examination or, without examination, on the basis of combinations of education and practical work experience.

rience, as well as through special courses offered by the Institute of Vocational Training. New senior high school leavers can enter a 4-year course in the Institute after an entrance examination. Senior high school leavers who have had at least 5 year's work experience can take the Institute's 6-months short-term course designed chiefly to impart teaching competences and improve technical knowledge. A special short course (58 hours of training) is available for those who have passed the first-grade trade skill test. Tuition fees are charged and scholarship loans are available.

Exclusive of loans to private firms and expenditure of the prefectural governments, the national budget for vocational training rose more than tenfold 1958 to 1972. In contrast, public expenditure on education showed a fivefold increase from 1955 to 1958.

The Japanese authorities now face the issue of how resources for education and training are to be allocated as between the generations. While promises are being made to adults for life-long continuing training and recurrent education, nevertheless heavy financial obligations also are being incurred on increased education and training of the young.

*Source:*

Monthly Labor Review, USA. 9/73.

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## 20. *Expansion of the International Centre in Turin. Italy increases her financial support*

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The international community is to continue its work in increasing the advanced technical and vocational training provided for the benefit of the developing countries.

This decision was taken by the Council of the International Centre for

Advanced Technical and Vocational Training, which has been meeting in Turin under the chairmanship of Mr. Francis Blanchard, Chief Director of the International Labour Office.

The Council expressed its satisfaction over the agreement — the text of which it had already approved — reached between the Italian government and the International Labour Organization. According to this agreement, over the next 5 years Italy will considerably increase the amount of financial aid she gives to the International Centre in Turin which is currently undergoing an expansion programme.

Set up in Turin by the International Labour Organization in conjunction with the Italian government, the centre was seen as forming an essential element in the ILO's overall plan for technical co-operation. The research programmes which the Centre carries out, concentrate on new methodologies which the developing countries need, and which form part of its training activities; they are backed up by the ILO and by Unesco.

Since it opened, at the end of 1965, the Centre has taken in 7 257 trainers, technologists, administrators and trade unionists, coming from 135 countries and territories.

### **Courses which are self-paced and adaptive**

Mr. P. Blamont, the director of the Centre, told the Council that 'the expansion of the training activities is due mainly to a strong demand on the part of governments to organize technology courses which can be adapted to suit the individual, aimed at instructors.'

The Director also said that there would be an increase in the number of management courses directed at trade union leaders, and that 'the centre will continue to help organize short courses and seminars on the premises.'

Moreover, production of 'training packages' for developing countries will be stepped up, and by 1975 consultative services in the methodology of professional and technical training will be fully operational.

*Source:*

International Centre for Advanced Technical and Vocational Training, Turin, Italy.

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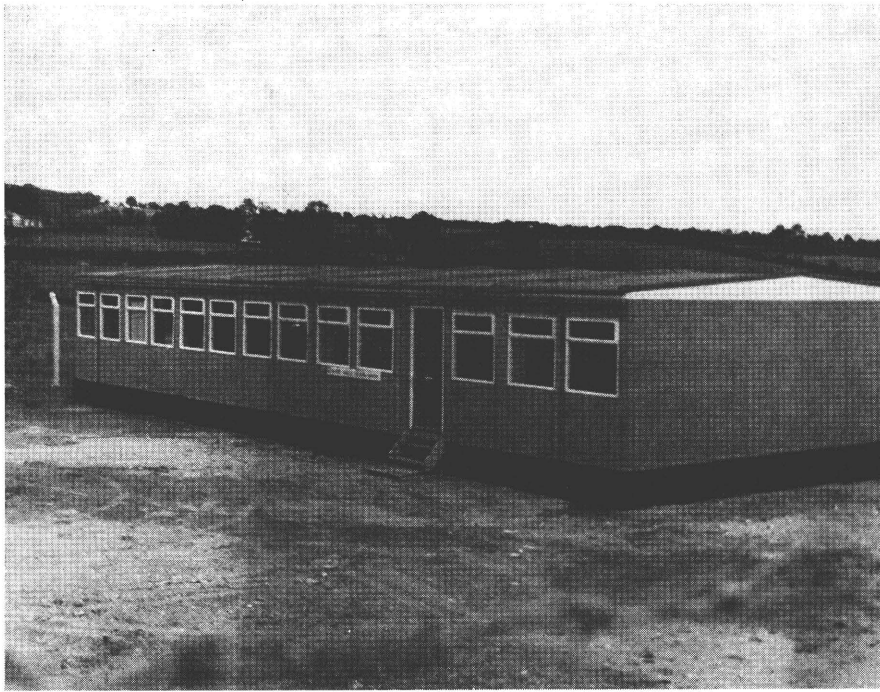
## 21. *Mobile Training Units in Ireland*

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AnCO — The Irish Industrial Training Authority had been concerned for some time about the fact that a considerable number of those in need of training — particularly among the unemployed and redundant — preferred to remain in their immediate locality to await the arrival of new jobs, rather than to seek jobs elsewhere or undergo training in one of AnCO's training centres. The small numbers in many areas did not justify the cost of establishing permanent training facilities in these locations. It was decided instead to provide a mobile training service. This service commenced last year on a pilot basis and so far 250 trainees have completed courses.

Mobile training facilities are provided in two ways. In one case, a team of instructors will move into a local (often disused) building, make whatever alterations necessary, install equipment and commence training. The team then moves on to another location when local needs have been met. AnCO also uses a completely self-contained training unit which can be moved from town to town. This mobile unit contains all the equipment and materials necessary to carry out certain types of industrial training. It requires minimal support facilities, such as power supply and water. It operates within a radius of 40 miles from a permanent AnCO centre and is administered and supported from there. The unit can be located in any suitable area which can be reached by road.

Mainly, the mobile units have so far provided induction courses for industry, lasting from four to eight weeks. The



principal elements of this course are training in benchwork and the basic use of hand-tools. More specialized courses (e.g. sewing machine operation) have also been held. Trainees who show sufficient promise are encouraged to take more highly skilled courses in permanent centres.

The cost-effectiveness of the units is at present being assessed with a view to the possible extension of the service. Mobile training units appear to be an effective way of bringing training to workers in remoter areas and it is hoped that they will attract industry to locations where it is badly needed.

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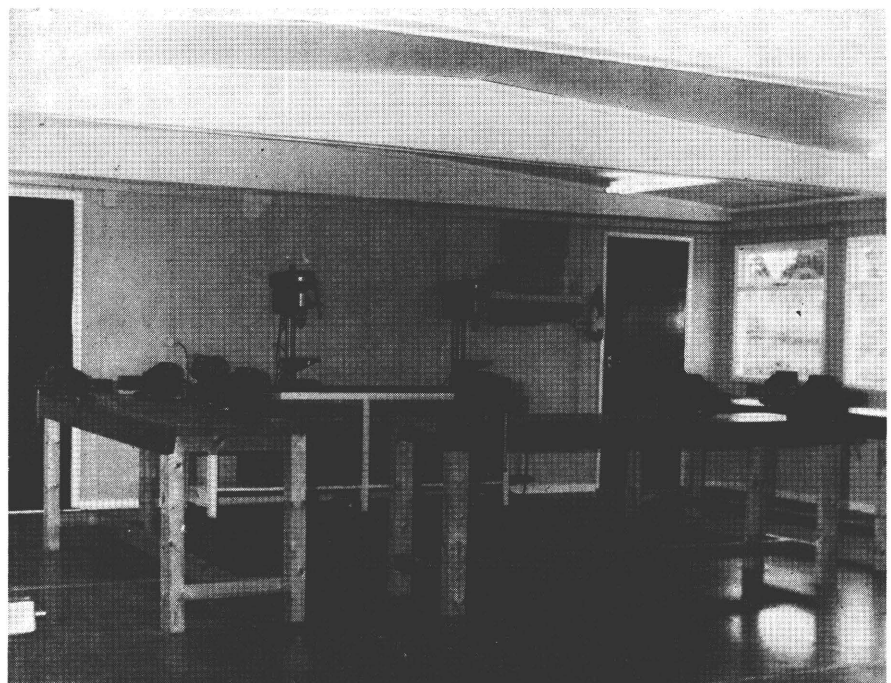
## 22. Rules for regional vocational training in Italy

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Since the decree No. 10 of January 1972 and decree No. 478 of June 1973 concerning vocational training, (see Documentation item in Issue 1), a number of changes in the legal structure of vocational training have taken place.

In order to implement decree No. 10, each regional authority has issued rules for the reorganization of vocational training, of which the most important are the following:

- (a) the responsibility for planning and co-ordination rests with the regional authorities;



- (b) the training must be systematically planned;
- (c) regional vocational training should be given at the same level as the vocational training which is run by the state; (Ital. orig: formazione che viene impartita a livello delle strutture statali) ;
- (d) centres for vocational training must be run with a social purpose by the respective regional councils ;
- (e) improvement of teacher and instructor training.

In addition to these changes, various courses have been organised on a day-release basis through the trades unions in order to enable workers to obtain their school-leaving certificate (licenza di scuola), (see news item 12 in Issue 1).

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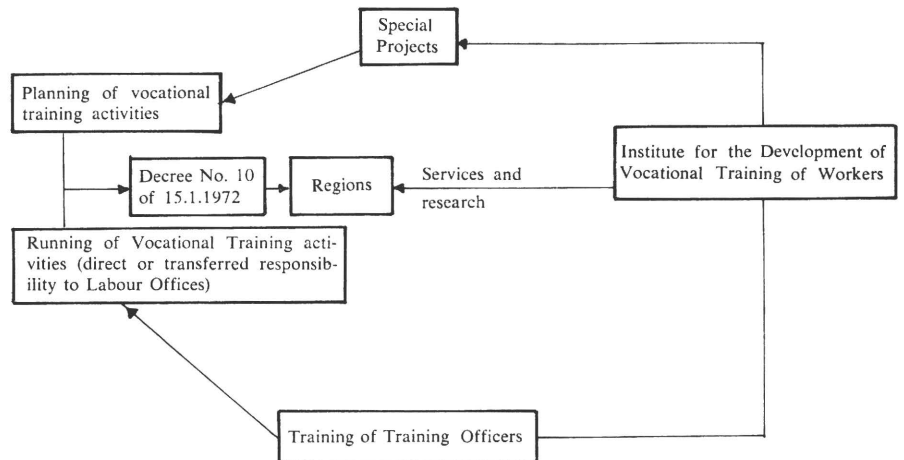
## 23. Aspects of vocational guidance in the Federal Republic of Germany

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### A study:

The importance of vocational guidance is reflected in a two-year study

**Decree No. 10 of January 1972 (Italy)**



undertaken by Dr Rudolf Manstetten at the Cologne Institute of Vocational, Economic and Social Education (Kölner Institut für Berufs-, Wirtschafts- und Sozialpädagogik). The conclusions of this study indicate a considerable difference in approach between children with 0-level equivalents (Realschülern) and those without (Hauptschülern). During the course of the interview, the former tended to take a more active interest and were more inclined to express some views of their own.

*General Information* The Federal Labour Office (Bundesanstalt für Arbeit) publishes a wider range of information on careers guidance.

For school leavers with the minimum educational standard (Hauptschülern) there is a special brochure which contains a question and answer section to assist them in finding a suitable career. For sixth-formers a publication (Studie und Berufswahl) is distributed free of charge providing information on higher education facilities. The Institute also publishes a quarterly journal entitled IZ which is aimed at informing school leavers about vocational training. For those already in employment there is a wide range of leaflets giving details of further training facilities in various occupations. The needs of the handicapped and children of migrant workers etc. are also covered in various leaflets.

**Radio and Television**

The north German broadcasting station (Norddeutscher Rundfunk) start-

ed a weekly series of documentary programmes in December 1973, designed to give guidance to young people in search of a suitable career. The first planned programmes will inform about opportunities in printing, the porcellain industry and the watchmaking industry.

*Source:*

1. Informationen, Nr. 3, 1974.
2. Sozialpolitische Informationen, Jahrgang VII/44.
3. Sozialpolitische Informationen, Jahrgang VIII/2.
4. Die Welt, 23 March 1974.

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**24. Problems for teacher training in the UK**

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A cutback in the teacher training programme which started during the previous Conservative Government is being continued by the present Labour Government. It is expected that the 1975 intake of the colleges of education will be held down to 30 000 initial teacher training places, some 4 000 places short of the original programme. There is also the growing problem of

attracting applicants into a profession which is now considered to be underpaid. Applications were down by 12.7 per cent for college places and by 17.3 per cent for one-year postgraduate courses for the academic year 1974/75. In certain areas applications from science graduates were down by 26.1 per cent.

To this must be added the problem of the quality of teachers produced by the colleges of education which has already resulted in a new government policy of the reorganization of teacher training. However, there is growing concern over the way it may be implemented for some of the colleges. The requirements for quality in teacher education and training appear to be in considerable danger of not being achieved and if they fail, then the policies set out by the previous Government and being carried on by the present one will fail with them.

Source:

The Guardian. 13 May 1974.

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## 25. *Integration of foreign children into the German education system*

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The Parliamentary Under Secretary for Education (Parlamentarische Staatssekretär in Bundesministerium für Bildung und Wissenschaft) announced on 6 June 1973 that the federal government would introduce schemes to assist the integration of children of foreign workers into German schools and vocational establishments. The schemes would cover four different aspects:

1. The development of broadcast programmes aimed at teaching German to foreigners. (In addition, the government wishes to provide lessons on the children's native language and culture).
2. Instruction programmes for those teaching German to foreign students.

3. Programmes to help foreign and German children to assist one another with their homework. The Ministry of Labour suggests that groups should be formed, consisting of German and foreign children guided by a teacher. Some Länder for example, Berlin, and North Rhine Westphalia, have already begun various programmes of this nature.

4. Pilot courses for the vocational training of foreign young people. These include a one-year preparatory training scheme to provide young foreigners with the necessary background before joining regular training courses. This scheme is a combination of theory and practice, and enables the young people to spend 2½ days a week in industry and 2½ days in an educational establishment. The latter part of the scheme concentrates on learning the German language and science subjects.

Source:

1. Informationen, Bildung Wissenschaft No. 10, 1973.
2. Sozialpolitische Informationen, VII/32.

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## 26. *How to increase the educational level of migrant workers*

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This was the title of a five-day conference held by Unesco in Paris in October 1973 (Hebung des Bildungsstandes der Wanderarbeitnehmer). Discussion ranged over the topics of illiteracy, language instruction, vocational training, lessons on the two cultures relevant to a migrant, adaptation of the migrant's family to life in the new country and their eventual reintegration into the economic life of their country of origin.

Source:

Unesco.

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## 27. *Rehabilitation of the handicapped in the Federal Republic of Germany (FRG)*

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The government-sponsored programme for the rehabilitation of the physically and mentally handicapped has made remarkable progress since it was announced in April 1970. The federal government alone has spent some DM 40m per annum, in addition to contributions made by other organizations such as national and private sickness insurance schemes and welfare organizations.

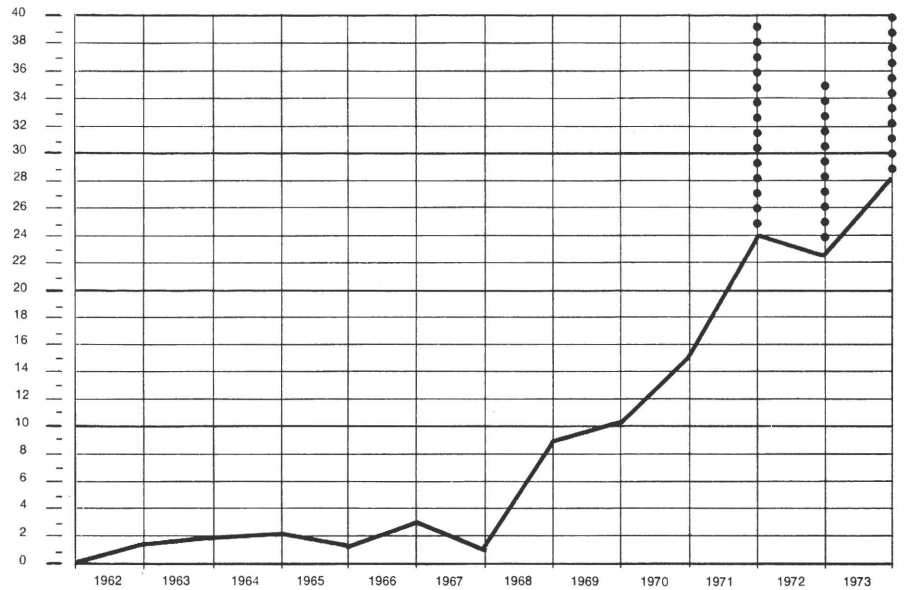
The Federal Ministry of Labour and Social Policy (Bundesminister für Arbeit und Sozialordnung) has indicated that four different types of establishment are needed for the vocational rehabilitation of the handicapped:

1. Institutions for the training and retraining of handicapped adults. The Ministry estimates that, in all, some 10 000 places will be needed to satisfy present demands. Already, 13 establishments are functioning and another 11 are being planned. Each centre must be large enough to provide training and boarding facilities for at least 400 to 500 adults.
2. Vocational training facilities for handicapped young people. It is intended that establishments of this kind will be set up, each equipped to train at least 300 boarders with varying learning abilities.
3. Workshops for the handicapped. These are for disabled people who are either unable or not yet able to find employment on the labour market.

There is an immediate need for 250 establishments with an average number of work places of at least 120 each. At the present time, some 100 workshops are in existence.

4. Special centres for people disabled through illness and needing remedial or other medical aid. In these centres, it is intended that rehabilitation treatment should start while the disabled are still confined to bed. In addition to the benefits in kind (medical and ortho-

Cost of rehabilitation programmes, 1962-1973



pedic treatment as well as retraining), sufficient funds must be made available to provide the handicapped with cost benefits in the form of training grants, fares, workmen's compensation and maintenance allowances. One centre, for young people suffering from heart and coronary diseases, is already operating at Bad Krozingen.

The Ministry considers that rehabilitation of those who cannot, by their own efforts, overcome the consequences of their disability is a vital aim for German social policy.

Source:

Sozialpolitische Informationen, VII/35, 42.

constructed in Bonn on a site provided by the municipality at an estimated cost of DM2m. It will show how public buildings, sanitary installation, hotels and kitchens can be constructed so that they can be used by the handicapped without difficulty. The centre, called 'The House for the Handicapped', will have an advice bureau to help parents of disabled children. Another feature will be a nursery school for both handicapped and 'normal' children with a view to fostering mutual understanding at an early age.

Source:

Sozialpolitische Informationen, VII/45.

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28. *Germany's first  
'house for  
the handicapped'*

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A demonstration centre for the benefit of handicapped people is being

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29. *A film  
on rehabilitation  
of the handicapped  
in the FRG*

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A documentary film has been made in co-operation with the press and

information office (Presse und Informationsamt), the Ministry of Labour (Bundesministerium für Arbeit und Sozialordnung) and the Ministry of Youth, Family and Health (Bundesministerium für Jugend, Familie und Gesundheit). The film shows the various rehabilitation measures reached in Germany and emphasizes the great number and complexity of the problems involved in integrating into the community handicapped persons of all ages. The film won first prize at the recent industrial film festival in the FRG. Copies are obtainable on request from the press office of the federal government.

Source:

Sozialpolitische Informationen, VII/45.

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### 30. *Rationalizing management training in commerce and industry in the Federal Republic of Germany (FRG)*

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The umbrella organization of the German chambers of industry and commerce (*Deutscher Industrie- und Handelstag - DIHT*) has published guidelines for the rationalization of the training of managerial staff (*Berufsausbildung 1972-73*).<sup>1)</sup> Since the Work Promotion Act of July 1969 (*Arbeitsförderungsgesetz*) came into force, a multiplicity of training schemes have arisen, most of which have different examination requirements. There was an urgent need, therefore, for the various schemes to be harmonized in order to make it possible to compare the relative value of the certificates issued to trainees on the successful completion of their studies.

The measures proposed by the DIHT aim at defining the qualifications required for each function and grade and at providing a means of career inter-

change between organizations. Training for middle management positions, suggests the DIHT, should normally last for at least 200 hours and should be the responsibility of the relevant chambers of industry and commerce. Admittance to the courses should be limited to those applicants who have completed their basic training and have had a few year's practical experience.

Successful applicants will be able to choose between three types of course: the first will prepare them for middle management positions by widening their knowledge of one particular branch of business activity; the second is intended for students wishing to specialize in one specific function (for example, accountancy); the third is meant for those wishing to qualify for top management and will include instruction in business administration and applied economics. The training will be general and not geared to any particular branch of business activity. *Deutscher Industrie- und Handelstag (DIHT)*, *Schriftreihe Heft 138*, s. 15 ff.

Source:

Tendenzen, No. 6, 6 February 1974.

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### 31. *The first ECABO examinations in The Netherlands*

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In January 1972 a two-year vocational training scheme in commerce and clerical work was approved by the Dutch Ministry of Education and Science (ministerie van Onderwijs en Wetenschappen). About 30 training establishments provided these ECABO courses (economische en administratieve beroepen) which were attended by more than 1 800 trainees.

Trainees, with already sufficient knowledge and experience, who entered the second part of the course in 1972 took their final examination for administrative assistant (administratief

assistent) in June 1973 and 45 per cent of the candidates passed this exam. A certain number of those who failed were allowed a second attempt later on in the year at which the pass rate was 64 per cent.

Source:

het Beroepsonderwijs  
8e jaargang, nr. 21  
8 December 1973.

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### 32. *TEC report*

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In February the first report of the Technician Education Council was published covering the period from the establishment of the Council in March 1973 to September 1973.

The Council is mainly concerned with setting standards, awarding qualifications and promoting advances in technical education. It will act as a validating organization for colleges' schemes and as an external examining body. The Council will therefore consider proposals submitted by colleges, produce its own curricula and conduct examinations.

The Council's first meeting took place on 27 March 1973 and it has since met five times. Two standing committees concerned with education policy and resources and organization were set up and sector and programme committees mainly concerned with schemes and examinations for TEC awards, are proposed (see page 45). The Council has decided in favour of schemes based on units leading to awards consisting of certificate, higher certificate, diploma and higher diploma.

The report includes a list of the first members of the Council and a copy of the preliminary financial statement. (See also *BACIE News*, November 1973, item 108).

Source:

*BACIE Journal*. Vol. 28, No. 4. April 1974.

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<sup>1)</sup> *Deutscher Industrie- und Handelstag (DIHT)*, *Schriftreihe*, Volume 138, page 15 et seq.

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### 33. *Programmed instruction and educational technology in British industry*

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In 1973 a questionnaire on the use of programmed instruction and other training techniques and media was circulated by the Programmed Instruction Centre, Middlesex Polytechnic to 509 organizations who had replied to a previous survey in 1966. Some fifty per cent replied and half of these indicated that they were using programmed instruction. Most of the users were large companies and organizations in the manufacturing industry and there was little use of the technique by the retail/distribution industries. Programmed texts were the usual presentation method, the use of teaching machines having declined, but the use of audio visual devices accounted for a significant proportion of the programmed instruction presented. Most programmes were still 'off the shelf' although there was an increase in the companies producing their own programmes which employed one or two part-time programme writers for the work.

The most used technique for the analysis and structuring of training material appeared to be the case study, skills analysis training and training by objectives. Other important innovations were management games, role playing and programmed instruction. Most training was presented in small group situations.

The most used media were printed texts and presentation by chalkboard/whiteboard, overhead projector and 16mm film projector. The growing use of the overhead projector was the most significant trend, although other methods such as slides, slide tapes, 16mm films, closed circuit TV and video tape recording were being used by industry.

*Source:*

Industrial Training International. March 1974.

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### 34. *Investment appraisal of training in the UK*

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Over the last two years, the staff of the Iron and Steel Industry Training Board (ISITB) and of Durham University Business School (DUBS) have developed a methodology for the UK Iron and Steel industry by which training activities can be designed to lead to specific improvements in production performances. Essentially this approach to training is an attempt to relate, before training commences, the benefits in financial terms that are likely to accrue from training activity.

In 1969 the ISITB commissioned DUBS to conduct a two year research project into various aspects of operative training in the Iron and Steel Industry. One part of this research work was a feasibility study on the Cost Benefit Analysis of Operative Training. In February 1971, DUBS presented their report and described a methodology by which the costs of training of operatives could be related to the economic benefits resulting from improved performance. The methodology was labelled Investment Appraisal of Training in order to distinguish the approach from the traditional model in the minds of training staff of Cost Benefit Analysis of Training.

There are two main objections to Cost Benefit Analysis of Training:

- (a) since the assessment takes place after the training, the results are largely academic, ie, it cannot influence the decision to train or not to train in a given situation;
- (b) the chances of all other variables remaining constant are small. Even if a Training Manager tried to use a successful situation to influence other training decisions, its usefulness would be reduced because of changes in the variables.

Investment Appraisal of Training is forward looking in that the estimated costs of the proposed training activity are balanced against benefits accruing in financial terms from improved performance. The greatest advantage of this approach is that training activity

enters the area of management decision-making. Thus training takes its place alongside other activities which might, in whole or in part, resolve the particular problem facing management.

Essentially, investment appraisal can be represented as a series of stages, as follows:

1. Research and analysis of plant operations.
2. Enquiry to determine relevance of training.
3. Development of the training programme.
4. Estimation of the costs and benefits of the programme.
5. Monitoring of the costs and benefits.

After implementation of the training programme, the indicators of a particular performance problem are monitored to ensure that the decision to invest in training was justified.

Several in-company projects have been conducted by the staff of the Iron and Steel Industry Training Board to examine the use of this method when applied to real situations. In one case after the establishment of the area of training need, the reduction in time lost in the twelve months succeeding the introduction of suitable training programmes was considerable and the benefit to the company was assessed by an independent accountant at £32 000 in the first twelve months for a total investment in training of less than £2 000.

The difficulties inherent in process industries, where people work in teams, has usually prevented improvements in performance to be specifically related to training and for the benefits to be costed. The work done by Durham University and ISITB staff has not eliminated these difficulties but has to date produced evidence to show that it is possible to relate training to cost benefits and in a capital-intensive industry these benefits can be dramatic. One of the most significant features of the approach is that in the design of the training an insistence on the relationship between training content and the performance problem to be solved is maintained. This places a greater demand on the diagnostic and analytical skills needed by less senior training officers involved directly with training in works departments, than is generally



found. It therefore poses implications for the training of training staff. Where outside training staff is involved such as that of the training board, there are problems of intervention into companies which can outweigh the difficulties of following the Investment Appraisal approach. The utmost care is therefore needed in the approaches made and in appraising the involvement and likely anxieties of individuals in firms undertaking such studies.

Source:

Industrial Training International. 5/74.

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### 35. *Socialist teachers of the EEC members decide on a common education programme*

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The Committee of Socialist Teachers in the EEC (CESCE) met in Bonn this summer to draw up an education programme common to all socialist parties within the European Community.

The outline proposals contain 12 points, based on the national education programmes of the respective countries. Of major importance is the right to equal opportunity in education. All schooling should be free and financial aid provided for those who need it. The number of nursery and infant schools should be expanded and children should be admitted to nursery schools at the age of 2. Furthermore, the entire education system should consist of a primary, secondary and tertiary stage. Each school should contain all three stages under one roof and the buildings should be available to the local community for cultural and sport activities for the benefit of everybody.

The common education programme, when completed, will be published in the six official languages and presented to the socialist parties of the EEC countries as well as to the respective education ministries.

Source:

Le Peuple, 7 June 1974.

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### 36. *Proposal to lower school leaving age in USA*

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In a report from the National Commission on the Reform of Secondary Education, it is suggested that the school-leaving age in the United States should be lowered from 16 to 14.

At present, attendance at high school is compulsory up to the age of 16 in most states, but 'If the high school is not to be a custodial institution the state must not force adolescents to attend', the report says. It suggests that many of the problems in what it calls the nation's 'beleagured' high schools are caused by pupils who would rather be out at work than at school.

The recommendation from the 21-member panel which did the study leading to the report, funded by the Charles F. Kettering Foundation of Dayton, Ohio, is likely to cause strong reactions from educationists. Many will see it as a retrograde step, shelving responsibility for the less academic 14 to 16 year olds.

The report advocates changes in employment laws to guarantee 14-year-olds opportunities for on-the-job training, and out-of-school programmes for pupils wishing to leave school.

Other recommendations made in the report are:

Secondary schools publish specific educational goals and objectives in consultation with community groups; there should be many experimental programmes for less academic pupils, which would enable young people to earn high school diplomas without meeting traditional academic requirements; more effort should be made to eliminate racial and ethnic bias in textbooks and school counselling and more

minority group members should be appointed to school staffs.

Source:

The Times Educational Supplement. 4 January 1974.

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### 37. *Towards the classification of educational systems*

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Both Unesco and OECD have concerned themselves in recent years with the preparation and classification of the terms used in various countries to define educational systems, practices and techniques.

The OECD has already produced detailed individual studies of its member countries and is now finalizing a summary volume which, when published, should provide a means of comparing the systems of the countries. The standardized classification system used is similar to that adopted for the handbook for educational planners entitled 'Methods and Statistical Needs for Educational Planning' which was published by the OECD in 1967.

Unesco has made considerable progress in developing an international standard classification of education (ISCED) and a final version is due to be published in the near future. Different approaches were adopted in preparing the two classifications. The Unesco classification is much more detailed than the OECD one but it does not provide a direct link between individual national systems and the proposed standardized system. The OECD classification, by contrast, was prepared by the Secretariat in a more pragmatic fashion by taking the existing classification systems of the various countries and reclassifying them according to the standard OECD system. Further, the chapters on the countries were submitted to the Authorities in each country concerned for comment and amendment before publication.

Both classifications are based on a thorough study of education systems

and national statistical methods and furthermore the two organizations have kept in close contact to ensure that their respective classifications are not at variance. Inevitably many problems exist in the compilation of such systems particularly where international comparisons are attempted. Continuing development and modification to the systems can be expected in the future.

*Source:*

OECD Report No. ED (74) 4 Scale 2.

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### 38. *A United Nations University*

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In December 1973 the United Nations' General Assembly adopted the charter for a UN University, with its organization centre in Japan, but consisting essentially of a world-wide network of research and training institutions at post-graduate level all linked by a common programme of studies. For this purpose existing universities in the advanced nations would be encouraged to participate whereas in the developing nations new institutions are envisaged.

The Council of the UN University is now considering the order of priorities of the studies to be undertaken. The intention is to avoid duplicating research already being undertaken in national universities and, by an exchange of scholars and information, to promote joint studies in particular aspects of pressing global problems.

It is understood that the major object of the University will be to improve postgraduate studies in the developing countries. How far the university will succeed will obviously depend to a large extent on the endowment that it receives. This will have to come from voluntary contributions from governments as well as from foundations, universities and individuals. There will be no direct contribution from the United Nations. The Japanese have offered to pay the full capital costs of the organization centre and a further

£43.5 million to the endowment fund and further contributions are expected from Italy, Canada, the Federal Republic of Germany and the Netherlands. Some American foundations are likely to contribute as well.

The charter stipulates that the university will 'enjoy the academic freedom required for the achievement of its objectives'. It will have five official languages; English, French, Russian, Spanish and Chinese.

*Source:*

The Times. 13 May 1974.

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### 39. *Business graduate survey*

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*The Business Graduate in Britain 1973* contains the findings of a survey carried out for the Business Graduates Association by Richmond Consultants Ltd. A total of 676 graduates from leading British, Continental and north American business schools who are currently working in Britain took part in the survey.

The report includes details of the experience, careers and salaries of business graduates as well as of the types and sizes of employing organizations. It also explodes a number of myths about business graduates, details of which are given in the accompanying table together with the facts as revealed by this survey.

*Source:*

BACIE Journal, Vol. 28, No. 4, April 1974.

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### 40. *Postgraduate education report*

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In January 1974 the Education and Arts Subcommittee of the Commons Expenditure Committee published the results of its inquiry into the financ-

**Myths and facts about business graduates**

	Myth	Fact
Age on graduation	23—	28 +
Pre-business school job experience	Nil	75 % with pre-school job experience (53 % with three years or more)
Job on graduation from business school	Corporate planning	48 % finance, marketing and production: 14 % general management (only 10 % corporate planning)
Size of employer	Large	35 % in small firms (less than 500 employees): 35 % in medium firms (2 000 to 10 000): only 30 % in large firms (over 10 000)
Industry	Consulting or merchant banks	44 % manufacturing industry (only 14 % in banking and 10 % in consulting)
Frequency of change of employer	Every year	Average 4 ½ years

*Source: The Business graduate in Britain 1973. A Business Graduates Association report.*

ing and administration of postgraduate education.<sup>1</sup> The report contains several controversial recommendations.

Although the number of postgraduate students continues to increase, the Committee could find no evidence of a similar increase in demand from industry, commerce or the Civil Service. Statistics show that over 60 per cent of those who obtained higher degrees in universities in 1971 found their first job in a branch of education or research. The Committee therefore believes that postgraduate education, which is usually begun immediately after graduation, should be shaped principally by the needs of the economy

and society, and that study undertaken after a period of employment would be of greater social benefit and advantage to most postgraduates. Suggestions are made for two methods by which the emphasis could be shifted away from pre- to post-experience research study and related more closely to demand: firstly, the University Grants Committee could limit the number of postgraduate students in universities; secondly, all full-time pre-experience students could be excluded from postgraduate research which was not strictly vocational. The Committee would like to see an increase in part-time and publicly-funded specialized short courses for up-dating employees in new developments, concepts and practices.

It is proposed that the present system of awarding studentships and bursaries should be replaced by a na-

tional formula which would be used to calculate each individual grant. This would achieve an even distribution of the available funds, but would not be enough for a postgraduate student to maintain himself. The necessary balance would be available as a loan, repayable in instalments from future earnings. Those on certificate of education courses should continue to receive undergraduate maintenance grants.

The Committee also recommends that the fees for overseas students should cover the full costs of the education and training received, but that scholarships should be available and reciprocal arrangements made with other countries for the exchange of postgraduate students.

*Source:*

BACIE Journal. Vol. 28, No. 4. April 1974.

<sup>1</sup> Third Report from the Expenditure Committee: Postgraduate Education. Volume 1, Report HMSO, 1974. £ 0.34.

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## 41. *European Centre for the Development of Vocational Training*

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The political guidelines adopted in the area of social affairs by the Heads of State or Government at the Paris conference of October 1972 are points of reference lending a new impetus to Community activity in the field of vocational training.

The adoption of the Resolution of the Council of 21 January 1974 concerning a social and political action programme affirms the necessity of this new impetus; this Resolution is an expression of the political will to take, in an initial stage covering the period 1974-75, the measures required to establish a common vocational training policy and to achieve step by step, above all through the creation of a European Centre for the Development of Vocational Training, its basic aims, particularly that of the harmonization of levels of training.

The setting up of such a Centre has indeed shown itself to be of the utmost importance, in order that the Community may have at its disposal the services of an organization suitably equipped with staff and material, enabling it to carry out essential activities in the fields of documentation and information, research and experimentation, thus lending both technical and scientific support to the common policy of vocational training.

The necessity of establishing a Community organization specializing in the field of vocational training has, moreover, been recognized and reiterated in recent years by the European Parliament, by the Economic and Social Committee as well as by the social partners, it being from the latter that the idea of the creation of a European framework with a certain functional autonomy emanates.

The work of this Centre will not overlap with that of other Centres operating in the field of vocational training.

Indeed, each Centre, such as that of the ILO in Turin and the OECD in Paris, has its own system and above all its own specific methods for approaching the problems of vocational training

from the particular viewpoint of the international organization which founded the Centre. This is accounted for by the varying institutional structures of the several international organizations, as well as by the varying composition of each group of countries—not merely from a numerical aspect—belonging to the one or the other organization. Another factor is the political objectives sought by each of these organizations as well as the means at their disposal. Under the Treaties of Rome and Paris, the Community has, however, a particular responsibility and it must fulfil, with reference to Community policies, obligations which are not comparable with the activities of established international organizations. The setting up of a European Centre for the Development of Vocational Training was thus not only desirable but also necessary.

It is evident that this Centre, conceived as an organ, with legal personality, must maintain very close contacts with the Community organs, and in particular with the Commission.

The Centre will in particular provide the opportunity:

- of increasing the participation of the social partners in preparing Community decisions in the field of vocational training, thanks to their membership of the Management Board;
- of extending contact with groups of experts unimpeded by the restraints of official relations;
- of furthering more dynamic action suited to the rhythm of the economic and social evolution of technological progress.

The structure of the Centre has been so conceived that it can meet, to the greatest possible extent, the requirements of an efficient and effective administration, and also be open to all new ideas and experiences.

It is therefore intended that the Centre be administered by a tripartite Management Board—representatives of the Commission, of employers' organizations and of workers' organizations—in order that the role of the social partners in areas of responsibility be particularly emphasized. The representation of both the social partners and the Community of this Board should ensure a constructive synthesis of the endeavours of the parties involved.

It is generally recognized that the participation of groups of experts—apart from the social partners—in vocational training has not hitherto been adequately developed. The Creation of working groups from members of the staff appointed to the Centre and from highly qualified experts appointed according to the case in question, secures for the Centre extensive collaboration on the part of the circles particularly well-qualified and active in the various areas of vocational training. The tasks of these working parties would have to be to offer the experts the possibility of having a considerable influence on the activity of the Centre.

The Centre is conceived principally as an organic body having the particular task of acting as a focal point for new trends most likely to lead to a successful, harmonious development of vocational training, in its widest sense, within the Community. It must therefore take advantage of the best possible collaboration in order to examine and perfect the projects relating to the questions pertinent to the various areas of vocational training.

Although the European Centre has operational tasks in formulating a common policy on vocational training, its activities and the duties of its Management Board do not encroach in any way upon the role and duties of the Advisory Committee on Vocational Training. The orientation and definition of the common policy on vocational training remain totally within the competence of the Community institutions, and are settled according to the procedures provided for in the Treaty of Rome.

Within this institutional framework, the Advisory Committee on Vocational Training will continue fully to exercise its duties and to assist the Commission according to the Council Decision of 2 April 1963 concerning the drawing-up of general guidelines for the establishment of a common policy on vocational training. The Commission will for its part regularly inform the Advisory Committee on Vocational Training about the activities of the Centre and convey to the latter the suggestions of the Advisory Committee relating to its activities.

The Centre is expected to be opened in July 1975 and to be fully operational from 1976. ■

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Part one examines various aspects of vocational guidance as provided in each EEC country as well as new legal and administrative provisions, organization and budget, staff, administration, research and development between 1968 and 1970. Part two analyses these and other aspects of the employment situation, including training, special problems and benefits, and immigration.

42. THE EDUCATIONAL SYSTEM OF ENGLAND AND WALES. London: Department of Education and Science, 1973. 26 pp. Free. (English text. Also available in German, French and Italian).

The first part of this account describes the educational institutions, from nursery schools to primary, secondary, further and higher education; the second describes how the services is administered by national and local government and the attached responsibilities. Eight statistical tables are appended.

43. THE CHARACTER-TRAINING INDUSTRY: ADVENTURE TRAINING SCHEMES IN BRITAIN, by Kenneth Roberts, Graham E. White and Howard J. Parker. Newton Abbot: David and Charles, 1974. 188 pp. £3.50. (English text).

This book aims to clarify how character-training schemes operate and to assess their effects. Eleven schemes are surveyed

and information given about the content and aims of each. An analysis is also given of the sponsors who finance trainees on these courses, their reasons for so doing, the type of people sent and the selection procedure. The effects of the courses are measured by comparing answers given by trainees before and after the course to questions about various aspects of their attitudes to work and uses of leisure.

44. THE BUSINESS GRADUATE IN BRITAIN 1973. London: The Business Graduates Association, 1973. 67 pp. £1.50 (members); £5.00. (non-members). (English text).

This report covers 676 business graduates out of an estimated total of 3-4000 currently in Britain. The employment situation of business graduates is related to pre-business school working experience, industrial fields and the size of employing firms, employees' movements between industries and their frequency of change of employment. Further analysis is made of their functions and remuneration.

45. ENSEIGNEMENT TECHNIQUE ET PROFESSIONNEL: DEGRÉS INFÉRIEURS ET MOYENS 1974-75. Technical and Vocational Education: Elementary and Intermediate Levels. Luxembourg: Ministère de L'Éducation Nationale. 109 p. (French and German text).

This is a guide to ten vocational training schools in Luxembourg which offer education in agriculture, arts and crafts, commerce, hotel and tourist trades, and other industrial trades to students from the age of twelve. An indication is given of the history aims, entrance requirements and subject departments of each school.

46. OUTLINE OF VOCATIONAL EDUCATION POLICY IN THE NETHERLANDS. The Hague: Ministerie van Onderwijs en Wetenschappen, afd. Documentatie, 1974. 17 pp. (Docinform 296 E). (English text).

Also available in German: Zielvorstellungen über die berufliche Bildung in den Niederlanden. Docinform 296 D).

This survey covers policy for secondary and post-secondary vocational education, teacher training, retraining and refresher courses. It highlights the present policy for a new form of full-time education for the 15-18 age group called 'participation education', which will consist of a community and a school component. Also, those in the 15-18 age group not attending school full-time will be required to spend one or more days in part-time education each week.

47. EINFÜHRUNG IN DIE SOZIOLOGIE. DIE SOZIALE UMWELT IN GRUPPE, FAMILIE UND BETRIEB. Introduction to sociology. The social environment in the group, family and at work, by Dr Walter Nutz. Köln: BEE-Verlag, 1973. 103 pp. 19.80 DM (German text).

This book is primarily intended to be included in certain further education or vocational training syllabuses. It briefly outlines all aspects of sociology including empirical sociology and sociological research, methods and theories.

48. INDUSTRIAL TRAINING SYSTEMS AND RECORDS, by Gerard Tavernier. Epping: Gower Press, 1971. 111 pp. £3.75. (English text).

A guide to firms wishing to design their own training records. The systems used by firms such as Joseph Lucas, The Dowty Group, Perkins Engines and Kalamazoo are as examples, as well as those of numerous Industrial Training Boards. Subjects covered include training administration, identification of training needs, processing of the individual by means of personal record systems, the implementation of training programmes, the assessment of training effectiveness, and the cost of training.

49. INTRODUCTION OF A VOCATIONAL TRAINING SYSTEM USING MODULES OF EMPLOYABLE SKILL, by the International Labour Office. Geneva: ILO, 1973. 120 pp. (English text).

The ILO has evolved a vocational training system based on modules of employable skill. In this system a careful analysis is made of the actual skill and knowledge required for a specific occupation. This combination of knowledge and skill would constitute a module of employable skill. The book describes how to construct modules of employable skill from self-contained teaching units established through job analysis, task analysis and

skill analysis. Samples are given of self-contained teaching units grouped to form modules of employable skill in the construction, automotive and electrical industries.

50. ANALYSIS AND COSTING OF COMPANY TRAINING, by J.R. Talbot and C.D. Ellis. Epping: Gower Press, 1969. 176 pp. £1.50. (English text).

This book gives practical answers to the problems of identifying training needs and costing training. The authors examine the financial disadvantages training and techniques for establishing training needs. Examples are given of a standard method of costing and ways of controlling training costs. The final chapter looks at training evaluation.

51. GROUP TRAINING TECHNIQUES, edited by M.L. and J.P. Berger. Epping: Gower Press, 1972. 191 pp. £4.25. (English text).

This is collection of 11 articles by contributors engaged in various research, development and training programmes and in outlining and assessing new group training methods designed to help management. It aims to describe the major group training approaches, illustrating them with practical examples, and recent research in training effectiveness, with a view to offering guidance on the implementation of group training.

52. PAID EDUCATIONAL LEAVE. International Labour Conference, 59th Session 1974, Report IV (2). Geneva: International Labour Office (ILO), 1974, 75 pp. 15 SF. (English text. Also available in French: Congé-éducation payé, and in German: Der bezahlte Bildungs).

Following the first discussion of paid educational leave which took place at the 58th (1973) Session of the International Labour Conference, the ILO sent to governments of member States a report containing a proposed Convention and Recommendation based on the conclusions adopted at that Conference. Governments were asked to send their amendments or comments and inform the ILO whether they considered the proposed texts to be a satisfactory basis for discussion by the Conference at its 59th Session in 1974. The first part of this report, which has been drawn up on the basis of the replies, contains the essential points of their observations and commentaries on them. The second part contains the English and French versions of the proposed Convention and recommendation as amended in the light of the observations made by governments.

## TRAINING

53. HUMAN RESOURCES DEVELOPMENT: VOCATIONAL GUIDANCE AND VOCATIONAL TRAINING. Report VIII (1), International Labour Conference, 59th session, 1974. Geneva: International Labour Office, 1973. 65 pp. £1.20. (English text).

Following a proposal to revise three recommendations on vocational guidance, vocational training in agriculture and vocational training in general, this preliminary report highlights some of the major issues which have arisen from their application and the change which should be made to them. It has been sent to governments for their comments, prior to its discussion at the 59th session of the International Labour Conference in 1974. It briefly outlines the relevant international standards and national law and practice and discusses possible international action.

54. TELEVISION IN VOCATIONAL TRAINING WITH PARTICULAR REFERENCE TO THE APPLICATION OF MEDIA SYSTEMS. WORKING PAPER 1: VOCATIONAL EDUCATION AND TRAINING SYSTEMS IN THE COUNTRIES OF THE EUROPEAN COMMUNITY, from the International Information Week held in Munich, 19-23 March 1973, München: Internationales Zentralinstitut für das Jugend- und Bildungsfernsehen, 1973. 62 pp. (English text).

Brief summaries are given of each country's vocational education and training system, the basic types of training programmes, the measures taken in individual fields of vocational education and training, and the use of television.

55. BERUFSBILDUNGSGESETZ. The Vocational Training Act, by Dr Klaus Müller. Opladen: Heggen-Verlag, 1974. 145 pp. (German text).

This is a reproduction of the entire text of the Federal Republic's Vocational Training Act of 14 August 1969. In addition to the Articles applicable to all the Länder, there is also a section devoted to the regulations specific to each Land. The appendices include a list of the addresses of German institutions directly concerned with vocational training.

56. BERUFSAUSBILDUNG ZWISCHEN REVOLUTION UND REFORM. Vocational training between revolution and reform, edited by Heinz-Jürgen Prangenberg. Bonn: Eichholz Verlag GmbH, 1972. 253 pp. (German text).

In an attempt to throw some light on the ideological discussion of the reform of vocational training in Federal Germany, these contributions cover such topics as the function of the training system, methods of reform, the lack of adequate vocational training establishments and governmental initiatives. A section on documentation contains abstracts of vocational training regulations and legislation as well as the proposals for reform made by the various political parties.

57. FÖRDERUNG DER BERUFLICHEN BILDUNG IM JAHRE 1971. The Promotion of Vocational Training in 1971. Nürnberg: Bundesanstalt für Arbeit, 1973. 76 pp. (German text).

This report for 1971 by the Federal Labour Office contains a wealth of statistics throwing light on many aspects of vocational training in the Federal Republic. During the year under review 201 100 people terminated their training — 153 300 men and 47 800 women. Below-average results were achieved by trainees who had not managed to complete their schooling at an elementary, secondary or grammar school. Most success was achieved by school-leavers with a university entry qualification or a university degree. The percentage of men failing to complete their retraining programme was appreciably above average (16%) with re-trainees between 25 and 55 doing relatively better than young people under 25.

58. HAT DAS DUALE SYSTEM DER BERUFLICHEN BILDUNG NOCH EINE CHANCE? Has the Dual System of Vocational Training still got a Chance? by Konstanze Tuschhoff. In *Wirtschaft und Berufserziehung*, January 1974, pp. 6-13. (German text).

This article is an important addition to the discussion about dual system training in the Federal Republic of Germany. Valuable points are brought forward to support this type of training and comparison is made with other countries' systems.

Careful consideration, however, is given to arguments in favour of a solely practical training as well as to general criticism of the dual system.

59. DIE ANERKANNTEN AUSBILDUNGSBERUFE. A list of officially recognized professions, by Der Bundesminister für Bildung und Wissenschaft. Bielefeld: W. Bertelsmann Verlag KG, 1973. 133 pp. (German text).

This document not only gives all the trades recognized by 1 June 1973 but also

the legal provisions regulating each profession and the authority in charge of its supervision. Statistical details are given showing an increase in recent years of the number of recognized professions has increased as well as the total number of young people training to quality for entry into them.

#### TRAINING ADMINISTRATION

60. RICHTLINIEN ZUR FÖRDERUNG VON ÜBERBETRIEBLICHEN AUSBILDUNGSSTÄTTEN. Guidelines for the development of inter-company vocational training centres. Bonn: Der Bundesminister für Bildung und Wissenschaft, 1973. 12 pp. (German text).

This pamphlet sets out the Federal Government's guidelines for the establishment of inter-company vocational training centres to which small companies can send their trainees. These centres are being established under the auspices of the Ministry for Education and Science in areas where the industrial structure is weak and under guidelines approved by the Government on 19 September 1973.

#### THE TRAINEE

61. AUSBILDUNG UND BERUF: RECHTE UND PFLICHTEN WÄHREND DER BERUFS-AUSBILDUNG. Vocational Training: The Trainees Rights and Duties. Bonn: Der Bundesminister für Bildung und Wissenschaft, 1974. 92 pp. (German text).

This pamphlet is addressed to youngsters about to enter upon a period of vocational training, their parents, instructors and teachers. It tells trainees what pay they are legally entitled to during their training, what exams they must pass, in what circumstances they may give notice to terminate their apprenticeships, through what channels they can make their complaints heard, what the prospects are in their chosen trade, and how they can continue their vocational education once they have completed their apprenticeships.

62. EN SAMMENLIGNING MELLEM ELEVERNE VED DE ERHVERVSFAGLIGE FORSØGSUDDANNELSER, LÆRLINGSUDDANNELSERNE SAMT KURSUS TIL HF, 1972-1973. A comparison between trainees at experimental vocational

training establishments and those at traditional training courses during 1972 and 1973, by Bo Fremming, Undervisningsministeriets økonomisk-statistiske konsulent. København: Statens Trykningskontor, 1973, 25 pp. (No. 12, October 1973). (Danish text).

The first year of the experimental training courses defined in the Law No. 291 of 7 July 1972 (see item No. 7 of Issue 1) is examined in this report as related to the traditional courses available for apprentices and school leavers.

It includes statistical tables on such aspects as the number of trainees, their sex, age and previous education. The industries covered by the courses are iron and steel, construction, food and drink, commerce and the service trades.

63. TRAINING RESEARCH REGISTER 1972-73, by the Department of Employment. London: HMSO, 1973. 260 pp. £1.55. (English text).

A classified guide to almost 500 current and recently completed projects in industrial and commercial training and related fields in Britain. Research projects are listed under title, with a brief abstract of objectives and procedures, location, principal investigators, period of research and sponsors.

64. APPRENTICESHIP — A NEW APPROACH. Discussion document by AnCO — The Industrial Training Authority. Dublin: AnCO, 1973. 52 pp. Free. (English text).

This document has been prepared by the staff of AnCO and contains proposals for discussion, but not for decision. The apprenticeship system in Ireland is examined and suggestions made for its improvement and modernization. These include training first-year apprentices off-the-job, introducing a three-year apprenticeship, testing and assessment throughout training, and allowing women to train for craft jobs.

65. TRAINING SERVICES AGENCY: A FIVE YEAR PLAN. London: HMSO, 1974. 39 pp. £0.61. (English text).

This plan is not an attempt to set up the whole country's training, but a document concerned with training policies and programmes financed from public funds through the grant-in-aid System to the Manpower Services Commission. Four programmes are proposed for meeting the training needs of industry and individuals, improving training effectiveness and managing the Agency. For each, the plan discusses the objective, proposes a strategy for pursuing it, and identifies the resources needed to achieve it.

66. EDUCATION AND THE EMPLOYMENT PROBLEM IN DEVELOPING COUNTRIES, by Mark Blaug. Geneva: International Labour Office, 1973. 89 pp. £1.20. (English text).

The author attempts to assess the responsibility of the education authorities in the employment problem of less developed countries. He discusses the cost of education and looks at some traditional and radical ideas for dealing with the problem of unemployed educated people.

67. YOUTH TRAINING AND EMPLOYMENT SCHEMES IN DEVELOPING COUNTRIES: A SUGGESTED COST-BENEFIT ANALYSIS. Geneva: International Labour Office, 1972. 109 pp. £1.00. (English text).

This study suggests a method of assessing the costs and benefits of schemes which provide training and employment for unemployed youth in developing countries. The analysis covers training schemes which do not involve production by the trainees, those which do, and those designed to settle or resettle young people on the land. Case studies of the Kenya National Youth Service and the Ceylon Youth Settlement Schemes are appended.

68. HARMONIZATION OF BUSINESS PRACTICE IN THE COMMON MARKET: A GUIDE TO ESSENTIAL CHANGES IN UK PROCEDURES AND TRAINING, edited by Douglas Tookey. Epping: Gower, 1973. 204 pp. £4.75. (English text).

Nine papers given at a seminar held by the Institute of Export and the Export Research Group on business training for the Common Market discuss areas in which procedural and training changes are necessitated by Britain's entry. These areas cover business training, business law, finance, taxation, insurance, marketing, investment, documentation and transport. A training syllabus and reading list are offered for each area.

69. TRAINING OF STAFF IN EXPORT DOCUMENTATION. Staines: Chemical and Allied Products Industry Training Board, 1973. 12 pp. Free. (Training recommendation 19). (English text).

This recommendation aims to promote a systematic approach to training export office staff by analysing training needs, appropriate recruitment and selection, and the planning and implementing of training programmes.

70. TRAINING FOR DATA PROCESSING MANAGEMENT, prepared and presented to the Department of Em-

ployment by a joint committee of industrial training boards. London: HMSO, 1973. 61 pp. £0.35. (English text).

Aimed at senior managers, training staff and management development advisers responsible for planning and implementing the training of data processing managers, this report identifies areas of knowledge needed for various posts and suggests appropriate modules for off-the-job and on-the-job training.

71. DATENVERARBEITUNGSKAUFMANN. The computer programmer, by W. Barthel, G. Hund and M. Wolf-Litt. Bielefeld: W. Bertelsmann Verlag KG, 1973. 15 pp. (Blätter zur Berufskunde. Band 1). (German text).

The Federal Labour Office in Nuremberg (Bundesanstalt für Arbeit), together with the German Trades Union (Deutscher Gewerkschaftsbund) in Düsseldorf, has published a series of leaflets (Blätter zur Berufskunde) giving information about opportunities for vocational training. This one describes the tasks involved in computer programming and gives details about the length and content of courses. The supply and demand of computer programmers and their further training are also examined.

72. BETRIEBSRAT UND BERUFSBILDUNG. EINE ARBEITSHILFE FÜR BETRIEBSRATSMITGLIEDER UND JUGENDVERTRETER. Works councils and vocational training. A manual for members of works councils and representatives of young apprentices. Frankfurt: Industriegewerkschaft Metall für die Bundesrepublik Deutschland, 1972. 160 pp. (German text).

Within the framework of vocational training, new industrial regulations give more opportunities for works council members to participate in production control and decision-making. The place of vocational training in relation to the education system is considered. Other areas discussed include vocational guidance, public expenditure on education and training and retraining.

73. LANDWIRTSCHAFTLICHE AUSBILDUNG UND BERATUNG IN UNGARN. Agricultural education in Hungary. In *Ausbildung und Beratung in Land- und Hauswirtschaft*, no. 2/1974, pp. 30-31. (German text).

A delegation from the Federal German Ministry of Food Agriculture and Forestry (Bundesministerium für Ernährung, Landwirtschaft und Forsten) recently visited Hungary to study its agricultural education.



Their report deals with all aspects of agricultural education in universities and special colleges (Ingenieur-Schulen), as well as in various vocational training establishments (Facharbeiter-Schulen und Fachmittelschulen).

74. TRAINING OFFICERS IN THE ENGINEERING INDUSTRY 1973, by P. J. Perry. Watford: Engineering Industry Training Board, 1973. 59 pp. £0.50. (English text).

This survey took place in autumn 1972, and covers areas such as the size of firm and sector of industry where training officers work; their qualifications, the career routes to employment in the training function, the scope of their posts; responsibilities, training and present personal training needs, and their medium- and long-term career aspirations.

75. ROAD TRANSPORT ENGINEERING IN FOUR EEC COUNTRIES, by D. E. Wheatley. London: The Institute of Road Transport Engineers, 1974. 22 pp. £1.00. (English text).

Methods of training for road transport engineering in France, Germany, the Netherlands and Belgium are surveyed in this paper. Courses leading to a vocational qualification in motor vehicle work in each country are shown in tabular form accompanied by a full description. Apprenticeship is seen, in each country, to be the subject of legislation and a substantial practical and theoretical examination leads to a recognized craft qualification.

76. BERUFSAUS—FORT — UND — WEITERBILDUNG. Vocational and Further Education. (Reprint from the Annual Report 1972/73 of the Gesamtverband der Versicherungswirtschaft e.V. In Berufsbildungswerk, no. 3, November 1973, 4 pp. (German text).

The report gives a detailed account of the vocational training facilities offered by the insurance industry in Federal Germany. These take the form of correspondence courses supplemented by personal tuition at special centres, evening classes and special seminars for the training of instructors. According to the report, these facilities are attracting an increasing number of students.

77. FIRST SEMINAR FOR OFFICIALS RESPONSIBLE FOR THE VOCATIONAL REHABILITATION OF DISABLED ADULTS (Heidelberg, 5-9 June 1972). FINAL REPORT, by the Directorate-General for Social Affairs in collaboration with the Stiftung Rehabilitation Heidelberg.

Luxembourg: Office for Official Publications of the European Communities, 1973. 146 pp. 60 BF. (English text. Also available in German, French, Dutch and Italian).

This report covers the following areas dealt with during the seminar: guiding principles of Community action in rehabilitation and vocational training, conditions and problems of occupational rehabilitation for disabled adults in EEC member countries and reports of actual experience in various member countries. The preparation of the disabled adult for vocational training was also discussed, as well as systems and methods of occupational rehabilitation and the evaluation of results.

78. A STUDY OF THE TRAINING PROGRAM FOR TRAINING TEACHERS OF DISABLED ADULTS, by Marc Lacaud and Charles Roschitz. Mulhouse: Centre de Réadaptation, 1973. 108 p. (English text. Also available in French: Étude sur la Formation de Formateurs pour Handicapés Adultes, and in Italian: Studio sulla Preparazione dei Formati per Adulti Minorati).

This study is in three parts: The first describes the training of teachers at the Mulhouse Rehabilitation Centre in France from 1966-1973. The second part describes 57 French specialized centres for vocational rehabilitation, their trainees, and the training needs of their teachers; and the third makes proposals for the training programme for teachers of disabled adults based on the findings reported earlier in the book.

79. EINRICHTUNGEN DER BERUFLICHEN REHABILITATION. Institutions for Vocational Rehabilitation, by Dr E. Hoffmann. In Wirtschaft und Berufserziehung, no 2/74, pp. 45-47. (German text).

This article describes four kinds of vocational institutions, each specializing in the rehabilitation of a particular group of handicapped in the Federal Republic of Germany. The author says that the difficulties in this field of vocational education are due to three main causes — the multiplicity of the institutions themselves, the fact that they are being financed by many different public and private bodies and the consequent lack of uniformity in running them.

#### PUBLICATIONS RECEIVED

80. DGB-STELLUNGNAHME ZU DEN GRUNDSÄTZEN DER BUNDESREGIERUNG ZUR NEUORD-

- NUNG DER BERUFLICHEN BILDUNG (MARKIERUNGSPUNKTE): STELLUNGNAHMEN, ANALYSEN, INFORMATIONEN. German TUC — Comments on the Federal Government's principles for the reform of vocational education (main points): comments, analysis, information. *In* DGB Gewerkschaftliche Bildungspolitik, February 1974, pp. 27-48.
81. ÉDUCATION ET CONJONCTURE. BULLETIN BIBLIOGRAPHIQUE. Varves: Ministère de l'Éducation Nationale, Service d'Informations Économiques et Statistiques (References and brief annotations of documents, articles and books on vocational guidance and education).
82. ÉTUDE DE LA PROFESSION DE MAÇON ET DE LA COMPOSITION D'UNE BATTERIE DE SÉLECTION. A study of the brick-laying profession and the design of a selection test battery by C. De Ryck. Brussels: Fonds de Formation professionnelle de la Construction, 1974. 161 pp. (French text. Also available in Dutch: Studie van het Metselaarsberoep en het opstellen van een selectie batterij).
83. KEUZE BEGELEIDING. ORIENTATIE IN STUDIE- EN BEROEPEN-KEUZE, LES 1-18, 1972. Career guidance. A guide to study and occupations, lessons 1-18. Culemborg: Stan Robijns B.V., 1972. 82 pp. (Dutch text).
84. GEWERBELEHRER, GEWERBELEHRERIN. Teachers in vocational training. Zurich and Berne: Schweizerischer Verband für Berufsberatung in Verbindung mit dem Schweizerischen Institut für Berufspädagogik, 1974. 32 pp. (German text).
85. ARBEITEN MIT GRUPPEN. Social group work. 2nd ed. Düsseldorf: Klens-Verlag, 1973. 85 pp. (German text).
86. VERZEICHNIS DER LEHR- UND ARBEITSMITTEL FÜR LANDWIRTSCHAFTLICHE FACHSCHULEN, ABTEILUNG LANDWIRTSCHAFT UND HAUSWIRTSCHAFT, SOWIE FÜR LANDWIRTSCHAFTLICHE BERATUNG. List of teaching aids for agricultural training schools, with special reference to agriculture, domestic science and training guidance, by Dr. K. Büscher. Bonn-Bad Godesberg: Land- und Hauswirtschaftliche Auswertungs- und Informationsdienste e.V., 1974. 200 pp. (German text).
87. BAYERISCHER RUNDFUNK — SOMMERPROGRAMM 1974. The summer programme of the Bavaria Broadcasting Corporation. Munich: Bayerischer Rundfunk, Anstalt des öffentlichen Rechts, 1974. 150 pp. (German text).
88. TECHNISCHE NEUERUNGEN RICHTIG NUTZEN. INFORMATION FÜR DIE INNOVATION. The correct use of technical innovations, by Prof. Dr.-Ing. Blohm and Prof. Dr.-Ing. K. Steinbuch. Düsseldorf: VDI-Verlag GmbH, 1971. 164 pp. (German text).
89. WIRTSCHAFTLICHE UND GESELLSCHAFTLICHE AUSWIRKUNGEN DES TECHNISCHEN FORTSCHRITTS. The effect of technological growth on society and its economic structure. Düsseldorf: VDI-Verlag GmbH, 1971. 248 pp. (German text).
90. DRITTE WELT. STRUKTURDATEN DER UNTERENTWICKLUNG. The Third World. Data from developing countries, by Rudolf Kramer, K. Friedrich Schade and Jörn Wittern. Essen: Tellus-Verlag. 1973. 64 pp. (German text).
91. DRITTE WELT. LEHRGRAPHIKEN ZUR UNTERENTWICKLUNG. AUSGABE FÜR DIE PRIMÄRSTUFE. The Third World. Statistical information from developing countries. Primary education edition, by Rudolf Kramer, K. Friedrich Schade and Jörn Wittern. Essen: Tellus-Verlag, 1973. 40 pp. (German text).
92. BERUFSFÖRDERUNG IN DER DRUCKEREI-INDUSTRIE. LEHRGANG ZUR FACHLICHEN FORTBILDUNG SOWIE VORBEREITUNG AUF DIE TECHNIKERSCHULE UND DAS INGENIEURSCHULSTUDIUM. HEFT 1-6. Vocational training in the printing industry. Books 1-6. Ausbildungsausschuß der Bundesvereinigung der Deutschen Graphischen Verbände e.V. Wiesbaden: Buchdruck-Beratungs GmbH, Flachdruck-Beratungs GmbH, Gesellschaft zur Förderung des Tiefdrucks e.V. no year indication. (German text).
93. FIM — Fachwort. Nr. 1-23. FIM — Informationseinheit. Nr. 19-32. FIM — Ankündigungen/Hinweise. Nr. 50. FIM — Referat. Nr. 1-2. Arbeitsgruppe Ausbildung am DIFF (Deutsches Institut für Fernstudien) Tübingen. Technical reports and information items from a working group at DIFF in Tübingen. Tübingen: DIFF, 1973-1974. 60 pp. (German text).
94. BERUFSFÖRDERUNGSZENTRUM ESSEN e.V. MODELLEINRICHTUNG IN DER BUNDESREPUBLIK FÜR BERUFLICHE ERWACHSENENBILDUNG. A centre for the promotion of vocational training for adults in the Federal Republic. Essen: Berufsförderungszentrum Essen e.V. 1973. Two booklets. (German text). ■

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