

Vocational training

information
bulletin

N. 3/4

DECEMBER 1974



CONTENTS

- 2 CHRIS HAYES,

 **EUROPEAN TRAINING DEVELOPMENTS —
 A NEW BRITISH APPROACH**
- 23 **INFORMATION**
- 36 **DOCUMENTATION**
- 39 **BIBLIOGRAPHY**

The authors only are responsible for the signed articles. The latter do not necessarily reflect the opinion of the Commission of the European Communities.

Reproduction of the text is authorized on the condition that the source is indicated.

Books or other documents referred to may be obtained from libraries, distributors or the issuing organizations.

The Vocational Training Information Bulletin is produced by the Commission of the European Communities with the collaboration of the British Association for Commercial and Industrial Education (BACIE) of London.

Published by:

Commission of the European Communities
Directorate-General for Social Affairs
Vocational guidance and training Division
Rue de la Loi 200
1049 BRUXELLES

This bulletin is published four times a year in six languages:
Danish, German, English, French, Italian and Dutch.

VOCATIONAL TRAINING

INFORMATION BULLETIN

of the Commission
of the European Communities

Policy in 1975

It was fully realized before starting to publish this Bulletin that the magnitude and diversity of the subject matter would present many problems and that the first few issues would represent only the initial tentative steps towards the ultimate objective. The experience gained so far, the criticisms and congratulations, have all proved useful and a clearer picture is emerging of the task ahead. Consequently, during 1975 some changes will be made to the general formula and subject presentation and new concepts will be introduced. It is hoped to provide space for studies of particular themes, for example the growth of distance education (correspondence schools, Open University, etc.) in the Member States, vocational training for women and evolution of the concept of the middle school in a number of countries.

European training developments — A new British approach

by Chris Hayes¹

The European scene

In August, last year, the British *Employment and Training Act 1973* received the Royal Assent. Within ten years, we have thus seen two major pieces of legislation—the last being the *Industrial Training Act 1964*—which demonstrate the British government's interest in training. Practically all governments within the Community and, indeed, many other European countries, have seen the need for such legislation in recent years. Even now, the Federal German Republic, whose last Act dated from 1969, is near the end of a wide public discussion in preparation for a far-reaching reorganization of training and further education. In the Community the Council of Ministers recently approved the proposal of the Commission to set up a European Institute for Vocational Training to study and contribute to European training.

In this article I shall first try to review major trends in training in Europe, and, secondly examine in what way the new institutions, structures and policies in Great Britain represent an attempt to deal with problems which Great Britain appears to share with most other European countries.

In all highly industrialized societies, the complexities and rapid changes in industry and commerce coupled with the greatly enhanced material and social aspirations of people of all sections of society, have moved manpower considerations from the periphery to the centre of policy making. This is true as much for governments as it is for employers, whether private or public.

Employers need competent and adaptable men and women able to initiate and accept change. Governments are concerned about the occupational mobility of labour, and individuals want to improve their employment opportunities, develop their talents and shape their personal, social and working lives on their own initiatives. The training objectives which spring from these various needs overlap to a significant extent, and well conceived training schemes should meet all the requirements whether their origin is economic or social. It is, however, misleading to suggest that these overlapping training needs are identical and it must be expected that they will remain the subject of conflict and negotiation for some considerable time to come.

Moreover, the scale of the training effort in industry and, consequently of resources required, is such that only large enterprises can hope to provide them. Even they, however motivated by enlightened self-interest they may be, must subordinate their expenditure on training to their business interests. It is no moral judgement to say that enterprises cannot be expected to train their workers and employees beyond the needs of the enterprise. They must, and do, give the greatest consideration to cash-flow and, in bad times, training often becomes the first 'luxury' which can be cut.

Five major trends

A number of major trends which have developed in response to the industrial and social needs discussed earlier, can be discerned in many countries, and I propose to examine five of them, if only superficially.

- (i) Increasing government intervention and devolution of responsibility to bipartite or tripartite organizations.
- (ii) Linking and integrating training with education, vocational and careers' guidance and with employment policies.
- (iii) Broadly based education and training—off-the-job—for young people and standards of achievement described in behavioural terms.
- (iv) Facilities and structures for continuing education and training in adult life. This includes special provisions for the unemployed and those with employment problems.
- (v) Increasing opportunities for participation, co-determination, joint regulation—or whatever term is fashionable in any one country at a given time.

Government intervention

Governments have accepted increasing responsibilities for the management of the economy. In countries

¹ Mr F.C. Hayes is Deputy Chief Executive (Industry) of the Training Services Agency.

where much of agriculture, industry and commerce has undergone rapid restructuring, more active labour market policies have been adopted to help in the re-deployment of people to the best national advantage. The trend has been to impose financial and other training obligations on employers, and at the same time to increase the scope of government-financed training, usually both in the number and the breadth of training places provided. The obligations imposed on employers ensure that they are put at equal, or at least similar, disadvantage one against another, and that the cost of training does not lead to distortion of competition. These government policies have various aims, such as: increasing the national pool of skill, providing opportunities for upward social mobility and maintaining a balance between the supply of and the demand for labour. They also help individual citizens to enjoy a freer and better considered choice of work, and avoid long periods of unemployment. Their effects are both economic and social.

Concurrent with greater government intervention has been the trend to delegate responsibility. Governments have preserved for themselves the rights of legislation and of making general policy decisions. They perform these functions with the advice of those directly involved in training; but, more important, they often hand over the actual management to specially created organizations composed of the social partners who may sometimes include those with educational or other professional interests. The staff of these organizations may be public or civil servants. Furthermore, the national bipartite or tripartite organizations are frequently reflected in similar regional and local bodies who enjoy varying degrees of autonomy.

Looking at training from a national point of view, and doing so within a framework of general manpower policies, leads almost inevitably to attempts at manpower forecasting. Most countries tried to do this by going, at first, into considerable occupational detail. Most countries have admitted that this is very difficult, if not impossible in a market economy. Given this difficulty there are several kinds of response.

Integrating services

The first kind of response is the integration of services. In organizational terms one can bring together a number of services in such a way that they become a system which serves the individual citizen instead of the citizen having to find what he can get from each of them. Efforts are being made to integrate not only education and training, and vocational and careers guidance, but also job finding and job creating services. This is not easy. Long established governmental, minis-

terial and administrative traditions and many vested interests have to be adapted to new tasks and new forms of collaboration. The way financial and other resources are allocated has to be modified. Such changes are not made overnight. The time lag between the recognition of need, first action and functioning new systems can be considerable.

Young people

A second kind of response can be made in training terms: broadly based training for young people and a system of highly flexible training facilities for adults. Broadly based or polyvalent training which extends beyond the immediate interests of most individual enterprises can be justified not only on economic grounds; it is also seen as an extension of the right to education of those young people who do not stay at school beyond the minimum school leaving age. The training is usually seen in three stages. The first stage consists of non-specialized training in a bundle or family of occupations. In the second stage, training narrows down and prepares for specialization, and in the third stage, training is specific for an individual occupation. The trend in all countries is for at least the first of these three stages to be off-the-job in either a government or other institution where full-time training and education can be properly integrated. The second stage usually takes place partly off-the-job and partly in the firm. The third stage is likely to be on-the-job, supplemented by education outside. The trend is towards the enforcement of certain minimum standards which are nationally set and which those firms who employ young people are obliged to meet.

This pattern is well recognized for the education and training of apprentices and technicians but its application to all young people is still in an experimental stage. There are a number of reasons for this, not least the great additional cost of catering for a year, or even part of a year, for a substantial proportion of school leavers. But it is not only a question of money. The training needed for competence in many jobs is very short. It does not make short term economic sense to lengthen it. Most of the young people who take such jobs do not want to stay at school or undergo any other form of education which is reminiscent of school. I do not think we have, as yet, found a pattern of learning which can be widely applied and which can motivate this section of young people. There are several hopeful experiments, such as discovery learning and the better use of education technology, but we have some way to go before they can be effective on a large scale.

A clear trend which is discernible not only in the training of young people but in all training programmes,

is the shift from the pre-occupation constraining syllabuses and methods to a description of what the trainee should be able to do at various stages during and at the end of a training programme. This is not only important in its pedagogic implications—it recognizes the primacy of learning over teaching—but also because it will make it easier to compare and move towards the equivalence of training within the EEC.

Continuing education and training

Once young people have acquired more general knowledge and skills at the outset of their working lives, it is believed that they will more readily continue as adults to participate in training. This would help them to meet their own needs and at the same time increase economic flexibility. To make this possible different countries are, on the one hand, trying to develop coherent systems, structures and facilities, and on the other exerting pressures and offering incentives to employers. The aim is to help those at work to retain their adaptability and competence by in-company training and by providing opportunities for self development. It also helps towards a better performance in the job and eventual promotion.

A great deal has been done in the last few years in adult education and training. Government facilities, however administered, have been considerably expanded, public and private enterprises are devoting resources on a rising scale towards training their employees and new methods and techniques are constantly being developed. The bias may be more economic in one country and more social in another but they all form part of a broad stream of thoughts and action.

It may be useful to mention one trend in particular: the movement towards paid study leave of absence. It takes many forms and where legislation already exists it differs greatly from country to country, but it is undoubtedly on the agenda and likely to spread more widely.

Within the framework of education and training for adults increasing attention is being paid to special, disadvantaged groups which include women and the handicapped. As for those who lose their employment, it is more generally accepted that those who by their work have made industrial progress possible, but who are now unemployed as a result of this progress, should have the opportunity of learning new skills at the expense of society; the unemployed should not become unemployable. Training should be made attractive to them and different countries offer varying incentives.

Participation

Finally there is a clear trend for greater consultation and sharing of executive power between the social partners. It finds its expression in the composition of national and regional bodies and organizations, but its most important expression is at the level of the enterprise itself. In some countries laws describe these relationships in considerable detail; in others custom and practice are of greater weight. Power sharing in the field of training is, of course, part of a more general movement which extends over other parts of personnel policies—and indeed beyond.

The first intervention of the British government—the industrial training Act

Until 1964 the responsibility for training in Great Britain rested almost entirely with industry and commerce. Each company was free to train or not to train its employees to any standards they felt necessary. The only national standards in existence were those in technical education in which people learnt *why* things were done, but not how they were done. Under this system, some firms gave excellent training, but many others did very little. Some relied almost entirely on poaching from firms who did train.

In the immediate post-war period, vocational training centres had been set up by the Government, but their emphasis was mainly on training ex-servicemen, disabled people and others with special needs.

In the early 1960's it became evident that there was a persistent shortage of skilled (qualified) manpower. The Government realized that if economic growth was to be sustained, an adequate supply of manpower must be trained. It was recognized that the substantial resources which would be involved could only be mobilized by means of legislation.

The legislation took the form of the Industrial Training Act of 1964. In devising the Act, the Government had the choice of creating a single national training organization which would deal with occupations regardless of the industry in which they were practised or of setting up separate organizations for each industry which would be virtually independent. It chose the second alternative, which was more in tune with the British climate of opinion and by doing so gave people the opportunity to participate in the shaping of their own circumstances. The Government therefore decided to set up the Industrial Training Boards, each of which was to look after the training activities of one particular industry.

In order to understand the most recent changes in training policy in Great Britain, not least of which is a change in the role of the Industrial Training Boards, it is necessary to say a little about the Industrial Training Act of 1964.

The Act had three main objectives:

- (i) To ensure an adequate supply of properly trained men and women at all levels of industry;
- (ii) To secure an improvement in the quality and efficiency of industrial training and
- (iii) To share the cost of training more evenly between firms.

Twenty-four Industry Training Boards have been set up. They cover some 650 000 establishments and nearly 15 million employees, and include such widely differing industries as the engineering and construction industries, transport, retail, distribution and hotel and catering.

In 1972, the ITBs had a total expenditure of some £200m, of which less than £4m came from Government funds.

At this stage it may be helpful to explain the way by which this money is raised and how it circulates. The mechanism consists of the collection of a statutory levy from all establishments, the formulation of training standards for the most important occupations and the payment of grants to firms who give training which meets the recommended training standards. It should be pointed out that firms are not compelled to train under the Act, they are only compelled to pay the levy. Boards may, at their discretion, pay grants to firms. By describing and explaining good training and by paying grants to those firms who practice it, the Boards can raise the quality of training in the industry. At the same time, by taking money from those firms that do not train, or train badly, and giving it to those that train well, the Boards share the cost of training more evenly among the whole industry.

This cycle of levy-recommendations-grant was the same for all industries and all Boards, although the rate of levy varied from 0.5% to 2.5% and the methods of paying grants also differed. 90% of the levy was accounted for in the form of grants to firms; the remainder covered administrative, research and other costs.

Each Board is set up by the Secretary of State for Employment who, as a senior Minister, is a member of the Cabinet. A typical Board might consist of a Chairman (usually an employer) and, say, six employers, six trade union and four or five education members. The tripartite nature of the Boards is partic-

ularly important as each section has a common interest in seeing training improved. This has proved strong enough to enable them to work together as a united group, even if the same people may meet elsewhere in hard bargaining over wages and conditions of employment. It should be understood that most employer members are chairmen or managing directors of companies, and most trade union members are general secretaries or senior national officers.

Each Board tries to act in the interests of its own industry and it is not surprising that their priorities and methods vary widely. However, one could say that most of them will:

- (i) engage in manpower forecasting;
- (ii) formulate recommendations for training in key occupations which also ensure polyvalent training for young people in a few occupations;
- (iii) set up training services and facilities;
- (iv) encourage small firms to join in group training schemes.

One of the consequences of these activities has been a steep increase in the number of training officers and instructors in British industry.

One of the important features of the work of training boards is their direct contact with firms. Each Board employs training advisers who help firms in determining their training needs and assist them in developing good training programmes. This assistance can be at a high management level and be virtually undistinguishable from consultancy.

The two major shortcomings of the 1964 Act have been:

- (i) It has institutionalized the separation of education from industrial training. Hence special efforts are needed to minimise the effects of this separation.
- (ii) Because training boards derive their money from a particular industry, they can only retrain adults for the industry in which they are employed or about to be employed.

However, the Boards, Department of Employment and Department of Education and Science have been aware of these difficulties and have tried to redress them, where possible.

Changes after 1970

Then the Conservative Government came into power in June 1970, it announced that a number of changes to policy in the economic, financial and industrial

sectors would be made. In general terms, the Government wanted to free industry and commerce from as many restraints as possible and drastically cut all Government agencies which interfered with the free play of market forces. A number of institutions such as the Prices and Incomes Board, the Industrial Re-organization Corporation and the Consumer Council were abolished, investment and regional supports grants were cut. At the same time a new law was to regulate the activities of trade unions and the relationships between employers and trade unions.

It was also announced that a detailed review of the training facilities in Britain and the work of Industrial Training Boards would be carried out.

There had been great pressure from employers, particularly from the very large number of small enterprises, against the imposition of a levy and against the obligation to train to standards of competence which were more extensive than those considered necessary by the enterprise. There were also many complaints against the bureaucratic manner in which some training boards were acting.

In February 1972 the Government published its review 'Training for the Future'. After a period of consultations, preparations were made for a new law: the 'Employment and Training Act 1973'.

The Employment and Training Act 1973—The Manpower Services Commission

Under this new Act a Manpower Services Commission was established on 1 January 1974; a new Training Services Agency and an Employment Service Agency were also set up as the two executive arms of the Commission.

The main responsibilities of the Commission are to help people find new or better jobs, to help people who want to improve their career prospects and their qualifications by training and to assist employers looking for staff across the whole range of occupations, skills and responsibilities.

The Commission will carry out these responsibilities to individuals and employers by providing a range of manpower services, which have until now been the responsibility of the Department of Employment.

These services are organized through two Agencies—a Training Services Agency and an Employment Service Agency. These two Agencies are each headed by a Chief Executive. The Training Services Agency became the responsibility of the Commission on 1 April.

The Employment Service Agency was transferred from the Department of Employment to the Commission in October.

The Commission has ten members. Nine of them are drawn from management, the trade unions, local government and education. Three were appointed after consultation with the CBI, (employers) three after consultation with the TUC, (trade unions) two after consultation with local authority associations and one after consultation with professional education interests. The Chairman is not a representative of the government or of the Secretary of State. His function is to represent the interests of the Commission and the Agencies.

Several points about the composition of the Commission are worth making.

First: the government has given to an independent body, whose members are representative of certain interests, responsibility for allocating and spending substantial amounts of public money and for making effective use of considerable staff and physical resources. The Commission is a responsible decision-making body and not an advisory committee.

The Commission will of course be subject to some control. The total amount of money at its disposal will be agreed with the Secretary of State. In the last resort the Secretary of State can direct the Commission to do or not to do something. These safeguards are similar to those applied to other public bodies and the nationalized industries. The power of direction in practice is rarely used. The major responsibility for determining the development of the public employment and training services will rest with the Commission.

Second: the members of the Commission represent interests and are expected to retain the confidence of the organizations consulted before their appointments. It is essential that members of the Commission reflect the general views and interests of those represented so that its services can develop to meet the needs of those who use and help to provide them.

Third: it follows, that the members of the Commission also have an obligation to ensure that the organizations they represent pursue policies which complement and support decisions that they have taken on the Commission.

Fourth: some members of the Commission have first hand practical experience, knowledge and understanding of the problems, needs and objectives of management on matters concerned with manpower and personnel. This is something a government department

cannot possess however well organized, efficient and sympathetic.

Fifth: the Commission will be able to give much more sustained attention to the problems of manpower and the labour market than could the Secretary of State of the Department of Employment.

Ministers are subject to immediate political pressures. In the Department of Employment this meant that they and the resources of the Department were strongly directed to the issues of industrial relations and incomes policy. Many of the important problems of manpower can now be examined by the Commission, away from immediate political pressures, and by a body which represents those concerned with the way manpower is used and is prepared to be used.

It is most important that the Commission should take a more long-term view of some of the problems of manpower and the labour market than governments have done in the past.

The last but important point is that the transfer of responsibilities from a government department to the Commission means that there can be much more public discussion of manpower problems and the policies needed to cope with them.

The Employment Service Agency (ESA)

It would not be appropriate in this article to describe the work of the ESA. It employs over 12 000 staff and has over 1 000 employment offices in all parts of the country. In its Job-Centres it is creating a modern service for those looking for employment and it caters separately for people with higher executive and managerial qualifications and experience. It is responsible for industrial rehabilitation and for occupational guidance units.

The Training Services Agency (TSA)

The TSA has taken over from the Department of Employment responsibility for training in industry which, in practice, largely meant setting up and exercising regulatory functions over the Industrial Training Boards. It has also taken over, what, were until 2 or 3 years ago, a limited number of training courses in Government Training Centres and Residential Training Colleges for the Disabled.

Under the 1973 Act the TSA has far reaching responsibilities beyond those ever given to a national organization concerned with training in Great Britain. In order to discharge these with a proper sense of

direction it developed a corporate plan to cover the next five years and most of the remainder of this article consists of extracts from the Plan.

The five year plan of the TSA

The Plan proposes a number of programmes and sub-programmes, drawn up on the basis of the major objectives the Agency is trying to achieve. For each programme, the Plan discusses the objective, proposes a strategy for pursuing it, and allocates the resources needed to achieve it— staff, money for allowances or grants, premises, materials, advertising, research, etc. This approach will enable both the Commission and the TSA's management to consider alternative allocations of funds, more systematically than would be possible under traditional 'activity-based' or 'input-based' plans.

The new responsibilities of the Commission and the Agency, and their new central proposition, give them a major opportunity to increase the contribution that training makes to the country's economic performance and its social well-being. The TSA's management believes that the programmes put forward in this Plan will enable the Commission and the Agency to take advantage of this opportunity. Some of the programmes may yield relatively early returns; others may do so only in the long run. The Agency believes, however, that there are important payoffs in all the programme areas.

Training—Its scope and limitations

One of the achievements of the existing national training effort has been to broaden the understanding of what training is about and what it can contribute to an enterprise or to society. It takes its most obvious form in the formal, 'off-the-job' training course. Typically, such a course aims to equip the individual to perform his present or next job better, and much of the national training effort is rightly devoted to courses of this kind.

Over the years, however, an understanding has grown that instruction and development of the individual on the job is quite as important as formal, off-the-job courses; that training is concerned in the broadest possible way with learning environments, both within the enterprise and outside it. There is also a growing appreciation that a systematic approach to identifying training needs and to planning ahead to meet those needs brings considerable benefits, and that such an approach inevitably encompasses not only the immediate or next job the individual will do, but his

development over time within an organization. Thus, training is concerned with helping organizations as such to learn to develop and manage their human resources, as well as helping individuals to develop skills. Moreover, it is increasingly accepted that training is not concerned only with meeting the needs of employing organizations. In a broader context, the development of the Training Opportunities Scheme (TOPS) and the growth of the Further Education Service have served to demonstrate the important part that training can play in satisfying the desires and aspirations of individuals, not only for their own betterment but also for their own personal job satisfaction.

It is this wider understanding of an approach to training that the Agency has adopted in this Plan. However important it is to see training in this wider context, it is also important not to exaggerate what training can achieve. Training is not an end in itself, and it is rarely the sole means to achieving any other end. Many manpower and social problems have a complex series of causes, among them pay and other incentives, working conditions, the social infrastructure of housing and schooling, and training will be only one of many ways of helping to solve them. When such problems are tackled in a coordinated fashion, training has a part to play. It is therefore important that the Commission and the Agency should identify opportunities that offer a real training payoff, and also distinguish carefully between those opportunities for which the initiative will lie with the Commission and the Agency, and those for which they have no more than a supporting role to play.

The current training effort

The Agency is only one of many bodies that are concerned, in one way or another, with training. Any consideration of what the Agency should be doing needs, therefore, to take account of the environment in which it will be working, to see it as one part of a national 'training system'. While this phrase may imply a greater cohesion between individual institutions and bodies than really exists, and may therefore be potentially misleading it is useful as a concept and as a shorthand form of referring to the resources available throughout the country to make a contribution to training.

The main thrust of the efforts of the system has been in three broad directions. First, it has concentrated on a more efficient use of manpower and other resources including better performance by individuals in specific jobs. Secondly, there has been increasing provision for meeting the aspirations of individuals who

wish to better themselves, to obtain more secure and satisfying employment or to move from one job to another. Thirdly, there has been a striving for higher standards of knowledge and competence in those who specialize in training. The system has pursued these aims through a number of major components.

The Agency's task

The establishment of the Commission and the Agency creates the opportunity to tackle these problems in a new way. Both are new bodies, not old institutions in a new guise. Their creation is a sign of recognition that, whatever the successes of the training system in the past and whatever improvement may have been achieved, much still needs to be done.

There are in addition, some further reasons for a new approach.

The arrangements under which the Industrial Training Boards work have been greatly altered by the 1973 Act and a quite different approach is now necessary.

The Agency is expected to provide services in sectors not covered by Industrial Training Boards.

The scale and range of training courses provided for individuals out of public funds have increased rapidly in recent years and provision has been made for this rapid increase to continue during the planning period.

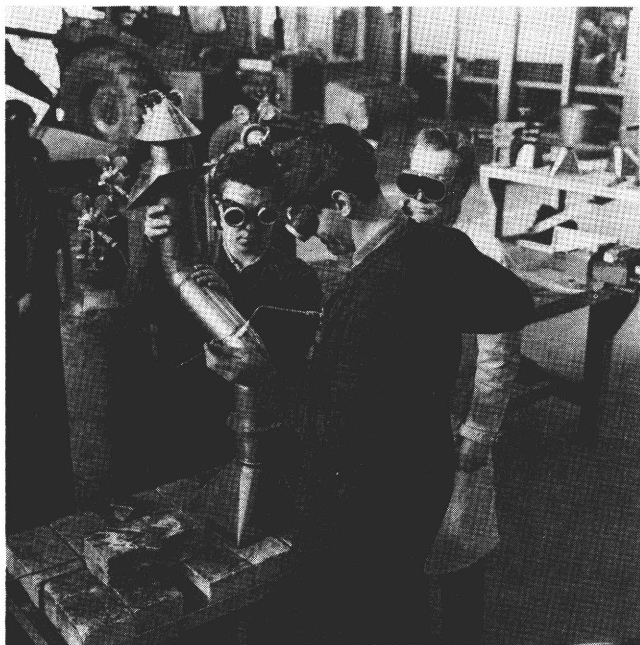
Separation of the Training Services Agency from the Department of Employment requires the Agency to develop its own organization, particularly at regional and local levels to meet its own particular needs.

The Agency will thus have a central part to play in the training system and will have several important means of influencing all parts of it.

It will be responsible, with the Commission, for endorsing ITB plans for providing the Boards with operating funds. It will also be responsible for approving levy, exemption and grant schemes.

It will have money to dispense to the ITBs and to organizations or employers in sectors of employment not covered by Boards, for the support of key training activities. It will also be able, through its staff to provide advice and assistance to Boards or to other bodies.

In its own Skillcentres, through its sponsored training, its instructor training colleges, its Training within Industry scheme and its mobile instructors, and through its financial support of trainees in other training institutions, it will be able to train directly or indirectly for all sectors of employment.



It will also be able to sponsor research for all or part of the system, and it will be able to disseminate information or recommendations.

Figure 2 summarizes the main ways in which the Agency can influence various parts of the system.

Despite these important means of influencing the system, the Agency's financial contribution will be only a marginal one. The Agency's resources for funding ITB's operating costs, providing other services, and supporting key training activities, will be small in relation to the grants paid by the Boards, for example, and the total sums expended by employers each year. Even if the Training Opportunities Scheme reaches the target of 100 000 trainees per annum foreseen by the last Government, these numbers will be small compared with the total number of employees receiving training elsewhere in the system, either with employers or with other institutions.

The pressures upon the limited resources of the Agency will be great, and there will be no shortage of suggestions as to how it should allocate them. The Agency could try to spread its resources broadly in an attempt to contribute to many different efforts but the management believes that this course of action would so dissipate its contribution that its impact would be lost. It therefore believes that the right course is generally to support the system and ensure that various training needs are met through the system, but to reserve most of its own resources for particular priority areas where the pay off, economically or socially, is likely to be great.

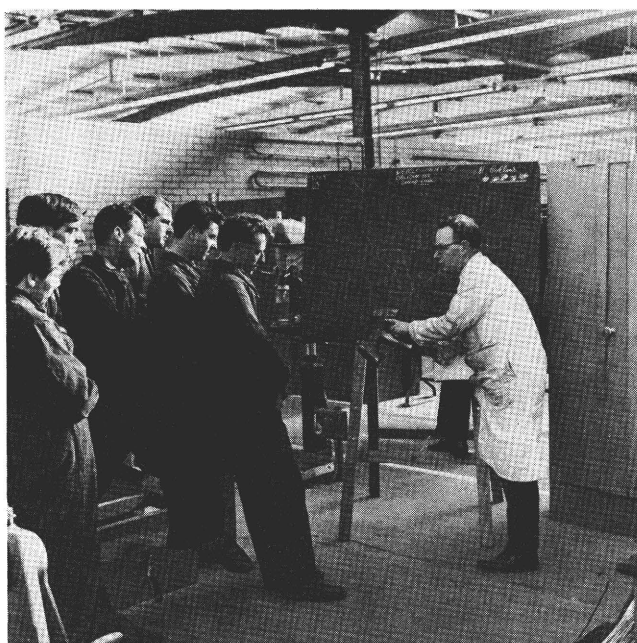
The role of the Agency within the system will become that of catalyst and coordinator. In discharging this role it would:

- (a) Intervene in the system only where the achievement of the objective of that part of the system appears to be in jeopardy, or where there are overriding national needs and priorities justifying a particular effort at a particular time.
- (b) Provide an overall view and an overall strategy for the system, and encourage collaboration between various parts of the system in tackling common problems e.g., the training aspects of getting offshore oil flowing, the training needs of common occupations such as heavy goods vehicle drivers.
- (c) Help in the task of maintaining and developing the competence of individual parts of the system, and the responsiveness of these parts to new demands that may be made on the system as a whole.

Given the role of catalyst and coordinator, the aims of the TSA must reflect the main thrust of the system namely, to promote or provide the training required to meet the economic and social needs of the country.

The Agency suggests that it should pursue three major aims if it is to carry out its role effectively:

- (i) To help through training to secure the efficiency and effective performance of the country's manpower.



- (ii) To help individuals through training to fulfil the needs and aspirations they have for their own employment.
- (iii) To increase the effectiveness and efficiency of training.

Programmes

In considering how to structure its programmes, the Agency's management was concerned that they should comprise activities for which common objectives could be set and specific strategies developed. After considering a number of alternative structures—occupational groups, industries, target population groups, economic versus social concerns—it concluded that the following set of major programmes best met this criterion. In addition, it highlights key tradeoffs between programmes in allocating resources and is meaningful to those organizations that will be working with the Agency in carrying them out.

- (i) Meeting training needs in industry. This programme will cover all activities aimed at improving training in industry, including approval of ITB levy, exclusion, exemption, and grant schemes; provision of grants to industry; and provision of direct training services for enterprises, e.g. TWI. In general, these activities are directed at achieving the first of the Agency's aims, but they may also contribute to the achievement of the second.
- (ii) Meeting training needs of individuals. This programme is concerned with needs that are unlikely to be met by enterprise or industry action. Its main activity is the creation of training places and support of trainees under the Training Opportunities Scheme (TOPS). This programme will contribute equally to the achievement of the first and second aims; often it is not possible to distinguish whether a given activity is oriented to one aim or the other—e.g., helping individuals to move from declining to growing industrial sectors.
- (iii) Improving training effectiveness and efficiency. This programme is oriented directly towards the achievement of the third aim. It will comprise efforts to develop and disseminate new training knowledge and approaches, and to strengthen the competence of training specialists, e.g., instructors and training officers.
- (iv) Managing the TSA. This programme covers the core administrative functions required to manage the TSA, notably top executive management, planning and analytical staff work, administration of information flows, financial control and personnel and facilities management.

The TSA and the Industrial Training Boards

The main instrument for improving training in industry is provided by the Industrial Training Boards. Since the 1964 Industrial Training Act authorized their creation, these Boards have developed with a great deal of autonomy. Under the new arrangements introduced by the Employment and Training Act of 1973, the TSA, as the executive arm of the Manpower Services Commission, is to coordinate the work of the 24 Boards.

The 1973 Act maintains the authority and responsibility of individual ITEs to secure adequate training within their industries. However, it also requires that all of them make some changes in the way they operate. First, the levy rate will normally be limited to a maximum of 1% of payroll for any establishment. While most Boards already have levies of 1% or less, the limit will significantly affect some large Boards, notably Engineering, Construction and Road Transport. Secondly, industries must exempt from payment of levy those establishments that already train adequately to meet their own needs, as judged by criteria set by each Board. Some Boards have already decreased firms' levy obligations, or 'disengaged' some firms from levy payment, on the basis of an overall judgement of their approach to training, but the impact of statutory levy exemption is difficult to judge in advance. Thirdly, industries must exclude small firms from liability to pay levy.

Other changes introduced by the 1973 Act directly concern the role of the Manpower Services Commission and, under it, the TSA. The Commission is to pay the administrative expenses of Boards and provide them with grants for key training activities; and it is given authority to approve levy/grant/exemption schemes of individual Boards (though levy and exemption schemes also require the approval of the Secretary of State).

The new situation confronts the Agency with a basic question: how to discharge its responsibilities for maintaining and improving the performance of the Board system and for ensuring that the Boards continue to have the autonomy necessary to retain authority in their industries and to pursue particular policies according to the varying needs and circumstances of their industries.

The Agency's approach so far has been to deal with the particular needs and circumstances of each industry on its own merits. The Agency is working to establish a constructive partnership with each individual Board, based on the proposition that Boards are the bodies best equipped to identify the needs of their industries and to select priority training objectives. The keystone of the partnership is conceived as being joint consider-

ation of five years plans and budgets prepared by the Boards. Boards are to define their aims explicitly; draw up programmes for achieving them, with targets stated as clearly as possible; show the consideration given to alternative means of accomplishing objectives, and identify all the resources required for individual programmes (staff, grants, direct training facilities, etc.) The Agency's role is to probe and question in order to clarify the importance of the priorities selected, to assure itself that the proposed levy/grant/exemption schemes are appropriate, and to ensure that funds to be provided by the Agency are used to best effect. This probing and questioning role is particularly necessary because Boards' requests for resources are always likely to exceed what can be provided (a situation that can be regarded as normal and healthy), and the Agency will therefore always be faced with choices between proposals made by Boards.

Although the general approach to planning will be the same for all ITEs, wide differences between their strategies and the means they choose to pursue them are to be expected. There would be no point in the Agency's attempting to impose uniformity. But it is entitled to ask Boards to show that they have correctly diagnosed the needs of their industries and are seeking to meet those needs effectively and economically.

The TSA will thus expect ITBs to do two things; help firms to train adequately for their own needs, and implement effective training strategies for their industries.

Multi-industry needs of special national importance

There are important national training needs that might not be met by the sum of actions within the individual industries. These needs exist because the nation's broader concerns with economic and social well-being over a time go beyond the narrower perspectives of individual industries.

There is, of course, room for a wide area of debate about what these national training needs should be. The Agency has employed four basic criteria for assessing candidates for the list of priorities. First, priorities selected should be of considerable importance to the achievement of major national goals. Secondly, they should be areas in which training has a real contribution to make. Thirdly, they should be areas that are ripe for priority emphasis; in other words, there should be a reasonable prospect of significant progress if the Agency devotes effort and attention to them. Finally, the priority attention they merit without the Agency's involvement.

On the basis of these criteria, the Agency has drawn up the following set of priorities of special national importance:

- (a) There are two broad groups of people who should have high priority:
 - (i) Young entrants to the work force
 - (ii) Women.
- (b) There are five major sectors or types of training. In alphabetical order these are:
 - (i) Administrative and office occupations;
 - (ii) Management development;
 - (iii) Offshore oil;
 - (iv) Overseas trade;
 - (v) Safety and health at work.

The Agency will, of course, have to pay some attention to a number of other multi-industry needs. But in this sub-programme in particular there is advantage in selecting a relatively short list of high priorities.

The Agency has already provisionally allocated some funds for Boards for key training activities in the areas included in this priority list. It would propose to develop a programme for each priority area and lay it before the Commission during the course of 1974.

The sections below deal with each of the candidates for priority in turn. A final section discusses some other potential candidates for priority attention and explains why they have not been included in the list.

Young entrants

Each year about 500 000 young people under the age of 18 enter the work force, most of them with only limited preparation for the transition from full-time education to the world of work (Figure 4). Once they are employed, many of these young people receive only basic induction training. There is a strong case for the development of a major programme to improve training for wider sections of young people.

The case for this programme rests on four arguments. Firstly, the changing structure of employment requires more skilled and adaptable employees. Secondly, on the grounds of equity, opportunities should be increased so that young people do not miss the opportunity of training simply because they happen to live in the wrong place or leave school when the economy is in recession. Thirdly, initial training and early job experience play an important role in shaping attitudes to work. Fourthly, it can be argued that the state should be

prepared to spend money to train young people entering the world of work in the same way as it supports those who continue full-time education.

While the further education service must play a vital part in any such programme, the case for industry and commerce to give the lead is strong. They are better acquainted with job requirements and job conditions. Many school leavers who go direct into work appear to want to put formal education behind them, to earn money and to learn practical skills in a new environment. Furthermore, the incentive to grapple with basic skills is often much greater when some practical application related to everyday life is clearly visible.

Any major effort to improve training for young entrants would, however, cost a great deal of money. From the employers' point of view, simple induction training is all that is needed for many young entrants to a wide variety of employment, for example in the distributive trades or in hotels and catering. The individual employer has little incentive to give more.

This being so, two options present themselves. First, the Agency could seek to improve entry training to the limit of its current resources. With the limited funds available, the Agency might be able to reduce the decline in apprenticeship entries slightly during periods of economic downturn and it could support some research and development related to entry training. A little could be achieved through levy exemption criteria, but since criteria that called for a major effort in this area would exceed the needs of individual firms as at present perceived by all but a few employers, they would be unlikely to secure the approval or acceptance of employers in general. There might even be a danger that some employers would see such criteria as a disincentive to employing young people. Therefore, the results of such an initiative would be relatively modest.

The second possibility would be for the Commission to put the case to the Government for substantial additional funds to support a major increase and improvement in entry training.

For the moment, the Agency proposes to proceed with the first of these options. For 1975-76, it has tentatively committed limited funds to supporting apprenticeship training schemes. It will discuss with Boards means of encouraging enterprises to increase and improve entry training and ways to smooth fluctuations in the intake of young people, paying particular attention to those who will leave school this coming summer. It will also continue with experimental training courses for young people who would normally have few opportunities for training.

Women

There is considerable evidence of under-utilization of the capabilities of women, who now form about 36% of the working population of the country. Moreover, recent surveys suggest that there is a large potential input to the labour force from women who wish to come back to work after raising families.

On the whole, women receive less training than men, they have a lower skill profile and tend to concentrate in specific types of occupations. For example, 64% of all female skilled factory workers are in three industries—clothing, footwear and textiles. In recent years, particular attention has been paid to the job prospect and opportunities of women. There is increasing acceptance by enlightened management of their potential and at the same time there are increasing aspirations by women to work. Moreover, some of the major growth sectors of the economy (particularly in service industries and in high technology industries) are large employers of women. Yet the training opportunities available to women are relatively limited.

There is a strong case to be made for giving priority attention to improving training opportunities for women and paying special attention to their training needs. The Agency intends to work closely with the ITEs and to commission or undertake surveys of the training of women in particular industries or employment sectors with a view to examining present limitations, suggesting solutions to overcome them and obtaining a clearer picture of the costs and benefits to the employer and the economy. Moreover, a study is badly needed of ways and means of expanding, upgrading, part-time and refresher training for women (a point to which this plan returns in Programme 2). Such limited experiments as there have been suggest that there is also a need for the provision of self-assessment and work appreciation courses for married women wishing to re-enter employment.

Management development

The Agency suggests management development as meriting high priority because the strength of the economy depends heavily on the performance of managers. While that performance, in turn, may depend upon the environment within which the manager works, the personal ability of each manager himself and the effects of their collective actions on their organizations are important contributing factors.

Many enterprises and organizations are making considerable efforts to improve managerial capabilities,

using formal off-the-job training of various kinds. Business schools, departments of business studies at universities, colleges of further education and regional centres of management education and private institutions all offer courses and seminars in particular aspects of management, as do the British Institute of Management, the Industrial Society, the Institute of Personnel Management, the British Association for Commercial and Industrial Education and a number of other organizations.

The quality and usefulness of this effort are not questioned here. But those concerned would agree that formal off-the-job training alone is not enough. Courses do not necessarily lead to real changes of attitude or performance. Many concentrate on 'technical' skills of management rather than on day-to-day skills, such as dealing effectively with fellow employees, and many teach skills not necessarily relevant to the job requirements of the participants. Finally, much of the present effort tends to be directed at the so-called 'high flier' rather than at the majority of managers whose effectiveness determines the success of British industry and commerce.

The Agency's view is that management development within the enterprise is not as adequately catered for as formal off-the-job management training. Such development concentrates on the identification of managerial needs and resources and the development of plans to meet those needs as they arise on the job. It concerns the vast majority of managers in British industry and commerce and not just those few who can be released for particular off-the-job courses.

The organizations that are best placed to persuade enterprises to adopt such programmes are the ITBs and other industry-level organizations concerned with training. They can exercise persuasion, above all, through the deployment of specialist advisers in management development, coupled with practical advice to firms about the development of people within companies to perform the task.

The main role the Agency might play is to persuade these organizations to give priority attention to this kind of work, facilitate the development of new approaches to it, and help them to exchange knowledge about it. The practical contribution of the Agency would be to enable Boards to strengthen the number and abilities of their specialist management development staff. It would also be able to support research, experimental and development programmes (on the lines of, for example, the off-the-job course for management development advisers already sponsored by the Agency at Ashridge Management College). A further possibility would be to make available grants for key training

activities for management development; however, it is doubtful how cost effective such grants would be, and therefore the Agency will be highly selective about accepting the Boards' proposals for them.

Offshore oil

Getting offshore oil flowing is obviously of critical importance to the economy. This effort will require a sharp increase in the supply of relevant skills available on the east coast of Scotland—and later on the west coasts of England, Wales and Scotland. Present projections of manpower requirements for drilling and production activities off shore and their support on land show a rise from 4 000 in 1973 to 11 000 by 1980, and more up-to-date projections are expected to show an even greater requirement. But this is not all. Much additional manpower will be needed in various parts of the country for major construction and engineering work, such as the fabrication of oil production platforms, the building of pipelines and storage facilities, and the construction of housing and other facilities for workers and their families.

This is a challenge that training alone cannot meet. What is needed is a coordinated effort to ensure an adequate influx of workers to the right areas. That effort in turn will call for a considerable improvement in the social infrastructure of such areas.

If that kind of national effort is made, training has an important part to play. For example, there will have to be an increase in the availability of certain specialized skills (such as petroleum engineering, drilling technology, deep sea diving); there will also be a considerable demand for the skills of such workers as instrument technicians and welders. In the view of the Agency this is a prime example of an area where a coordinated effort is needed, not just between ITBs covering particular sectors, but also between the Boards and the Agency's own direct training effort. Therefore there is a need for an organization to anticipate training needs in time to respond to them, to maintain close communication between a number of organizations in the training system, the Agency and the government departments involved, and to work closely with the education services.

The Agency has already begun to play this role. In 1973 it led an interdepartmental working party, whose report, 'Education and Training for Offshore Development', was accepted by the Government of the day. As a result, the Agency is now working in close cooperation with others concerned, including the education departments, to secure the establishment of an advanced under-water training facility for divers. It is also co-ordinating work to establish new education and training

facilities for petroleum engineers and drilling technologists. Finally, the Agency's General Manager in Scotland is chairing a working party that includes representatives of the ITBs concerned which has prepared a first report on training needs of related activities in Scotland and programmes to meet those needs, and is continuing its work.

In the view of the Agency's management, the need for the Agency, under the direction of the Commission, to play this stimulating and coordinating role is likely to increase during the planning period, and playing this role provides an important opportunity for the new Agency. As one part of this role the Agency may also find it necessary to provide grants for key training activities.

Meeting training needs of individuals

The majority of training opportunities are provided by employers for their employees. While most of the training provided in this way is aimed at satisfying the employer's need for particular skills and abilities in particular situations, it will not meet all the needs and aspirations that individuals look to training to meet. People may want training in order to move from occupations or industries where demand is declining to those that offer better long-term job prospects. They may want training for skills that their present employer may not need. And some people—such as the disabled or disadvantaged—have specialized training needs that it is not always reasonable to expect employers to meet. Thus, there is often a gap between the training provided by employers to meet their own current and foreseen needs, and the needs of individuals for training opportunities beyond that provision.

The existence of such additional training opportunities brings economic as well as social benefits. The availability of people with the appropriate skills can help to reduce the adverse effect on output of sudden manpower shortages where there is a surge of economic activity or pressure to pursue development as rapidly as possible, as in offshore oil. It can help the economy by training people now employed in declining industries in skills needed in growing ones.

The Agency's aim in this area is to supplement the training provision made by employers by helping individuals, through training, to meet the needs and aspirations they have for their own employment. The programme consists of two sub-programmes:

- (i) improving training opportunities generally;
- (ii) improving opportunities for people with special needs.

The Agency and the Boards can influence employers to fulfil personal aspirations of their employees—for instance, by introducing a systematic approach to manpower development. But on the whole, the role of the Agency in this area will be to make direct provision of training facilities, or to persuade others to do so.

The Training Opportunities Scheme is the means by which the Agency is meeting the need for improved training opportunities outside employment. Government has long made direct provision for training people where there is a strong social need (as is the case, for example, with disabled people); the first such scheme began as long ago as 1919. However, over the last decade or so, it has increasingly used its direct training facilities to help meet specific shortages of skilled manpower. Until August 1972, there were only limited training opportunities for adults who, although capable of earning their living, were also capable of using their abilities to greater effect than they were then doing.

TOPS is aimed precisely at this group. It is intended to meet the needs of individuals who, for whatever reason, failed to acquire a training early in their working life; who made the wrong choice of career; whose skills have become out-dated; who, like married women, have spent some time out of the labour market and need some training before returning to a job; and, perhaps potentially the largest group, those who want to train to a higher level of skill. It is a scheme to supplement training provided by employers; it is therefore for adults—the under 19s are, except for disabled people, excluded—because successive governments have taken the view that employers should normally be responsible for the training of new entrants to the labour market; and trainees must either be unemployed, or prepared to give up their jobs in order to train. Training is not provided for specific posts or for individuals sponsored by a particular employer (except in the case of disabled people).

The scope of TOPS is already wide. TOPS now offers courses in almost 100 different occupations, lasting up to 12 months, ranging from those for the semi-skilled to those for senior management. They can be taken in the TSA's own Skillcentres, Colleges of Further Education, some universities and polytechnics, employers' establishments, where spare training capacity is taken up by the Agency, and residential training colleges for the disabled people. In contrast, the old Government Vocational Training Scheme offered relatively little beyond courses at the skilled manual level, mostly in engineering and construction trades, with special arrangements for the disabled. In scale, too, there is a marked contrast with the old scheme; 29 000

people trained in 1972, when TOPS started, and 40 000 in 1973, compared with only 15 000 in 1971.

It is clear that a substantial demand exists for training and retraining that was not previously being met. Although demand for the more traditional craft courses offered has risen in line with the general expansion of opportunities, there has been a relatively more rapid rise in demand for courses in areas such as office work and management. The number of women training under the Scheme has increased sharply: they now constitute about 36 per cent of those in training at any one time, compared with about 3% in 1970, when most courses offered were for traditionally male occupations. And many people—about 45% of these applying for training at present—have felt it worthwhile to leave their jobs in order to train.

The objectives so far set for the further expansion of the Scheme aim at training 50 000-55 000 people in 1974, and 70 000-75 000 in 1976. Beyond this lies the intention of increasing the numbers trained to 100 000 a year as soon as possible.

Improving training effectiveness and efficiency

The two programmes proposed previously are essentially concerned with achieving economic and social aims through training. The next proposed programme is concerned with the training process itself and how it can be made more efficient and more effective. It is thus concerned with means of reducing the cost of training people to reach given levels of competence and with means of enabling the people trained to develop higher levels of competence. There are two elements for discussion:

- (i) Developing and disseminating training knowledge and approaches.
- (ii) Strengthening the competence of training staff.

It has not been possible to develop plans for this programme to the point reached with the others. There are two reasons. First, to a large extent, priority areas for attention in this programme will result from priorities selected for the first two programmes. Secondly, the Agency's Director of Training, the senior manager responsible for implementing most of this programme, has only just been appointed and it seems right to leave him substantial latitude for developing his own programme proposals.

The main objective is to make available new or better training knowledge and approaches to those who need it. This is clearly vital to improving the identification and understanding of training needs and the development of programmes to meet those needs.

The first requirement is for the Agency to develop its own research and development strategy and programme. During 1974-75 therefore it proposes to review a number of possible priority areas in order to determine those in which there may be an urgent need for new knowledge and, from that list, those where an investment in research and development appears most likely to yield results. It proposes to put forward the results of this review to the Commission before the end of the year.

There is a body of opinion that believes there is a need for a national training institute, either an entirely new organization or one attached to an existing institution. Such an institute would bring together in one place a body of expertise of a specialist kind devoted to improving the efficiency and effectiveness of training; it would also serve as a major concentration of specialized expertise of the kind mentioned in the preceding paragraph. It would provide seminars and workshops for practitioners and would conduct some research and development activities of its own.

It is too early for the Agency to make a recommendation to the Commission about such an institute. But it proposes to study further the case for establishing such an institute and possible alternatives and to submit the results by March 1975.

All the research and development the Agency undertakes or stimulates and all the advances will be of only limited value unless put into practice by competent staff. Therefore, the Agency will devote attention to developing the competence of all staff concerned with training, including in particular the manager responsible for the training function within an enterprise as well as the specialist training officer. The Agency has yet to develop a longer term plan for strengthening the competence of training staff. From the start however it proposes to pay particular attention to the training of advisers of potential trainees, training instructors, training officers within enterprises, the training advisers employed by ITBs and the TSA itself.

Managing the Agency

The management challenge presented by these programmes is considerable. Firstly, the TSA is a large organization, with about 5 900 staff, and expenditures, in its second year of some £ 140m. Secondly, its responsibilities are diverse: coordination, regulation, and funding of the ITB system; promotion of improved training in the non-ITB sector; provision of training opportunities for individuals; and support of a variety of efforts to improve training knowledge and competence. Thirdly, it must gear its activities to the changing needs of local labour markets throughout the country, chang-

ing circumstances of widely differing industries, and shifting national priorities.

For the first time, the whole national training picture must be put together and priority needs selected. Programmes must be devised that make the best use of limited resources of people and materials. The quality of information must be improved and progress towards the established aims must be monitored. Relationships must be established with the many training agencies in the country—from those over which the Agency has the most direct influence, such as its own training centres, to those over which its influence is least direct, such as individual firms in industry.

The Agency will not, of course, operate without constraints. It is subject to the direction of the Commission, which is itself accountable to the Secretary of State for Employment. The Agency and the Commission will have statutory responsibilities in regard to some aspects of the operations of ITBs, e.g., approval of levy exemption criteria. Decisions by the Commission in regard to the Agency and its programmes will inevitably have political implications, since priorities will be given to some activities rather than to others and some opportunities will be sacrificed because particular choices are made. Finally, the new Agency will never have any equivalent to the 'profit motive', and the costs and benefits of its programmes, whether in economic or social terms, will be very hard to measure.

These considerations do not, however, prevent the Agency from seeking to introduce a new approach to

management and a matching organizational structure. This programme is concerned with these.

To meet successfully the challenge facing it, the Agency must be much more like a commercial enterprise than a government department. In particular, it proposes to delegate more substantial authority to line managers than is common in government, to agree specific objectives with them and to give each of them responsibility for his own budget. It also intends to give special attention to the continuing development of staff capabilities, so that responsibility can be delegated with confidence.

Coda

The discerning reader will see, even from this brief account of British developments, that the measures which can be taken under the latest Act of Parliament cannot achieve the maximum demands which those professionally concerned with training could make. That is not unexpected. After a few years of operating experience it will be possible to improve upon the 1973 Act.

The significance of the British constitution lies probably in the diversity of means which can be used by the new institutions, means which vary from the nearly coercive to the genuinely helpful and advisory, from negative to positive money incentives and which allow great devolution of authority and participation in decision making. ■

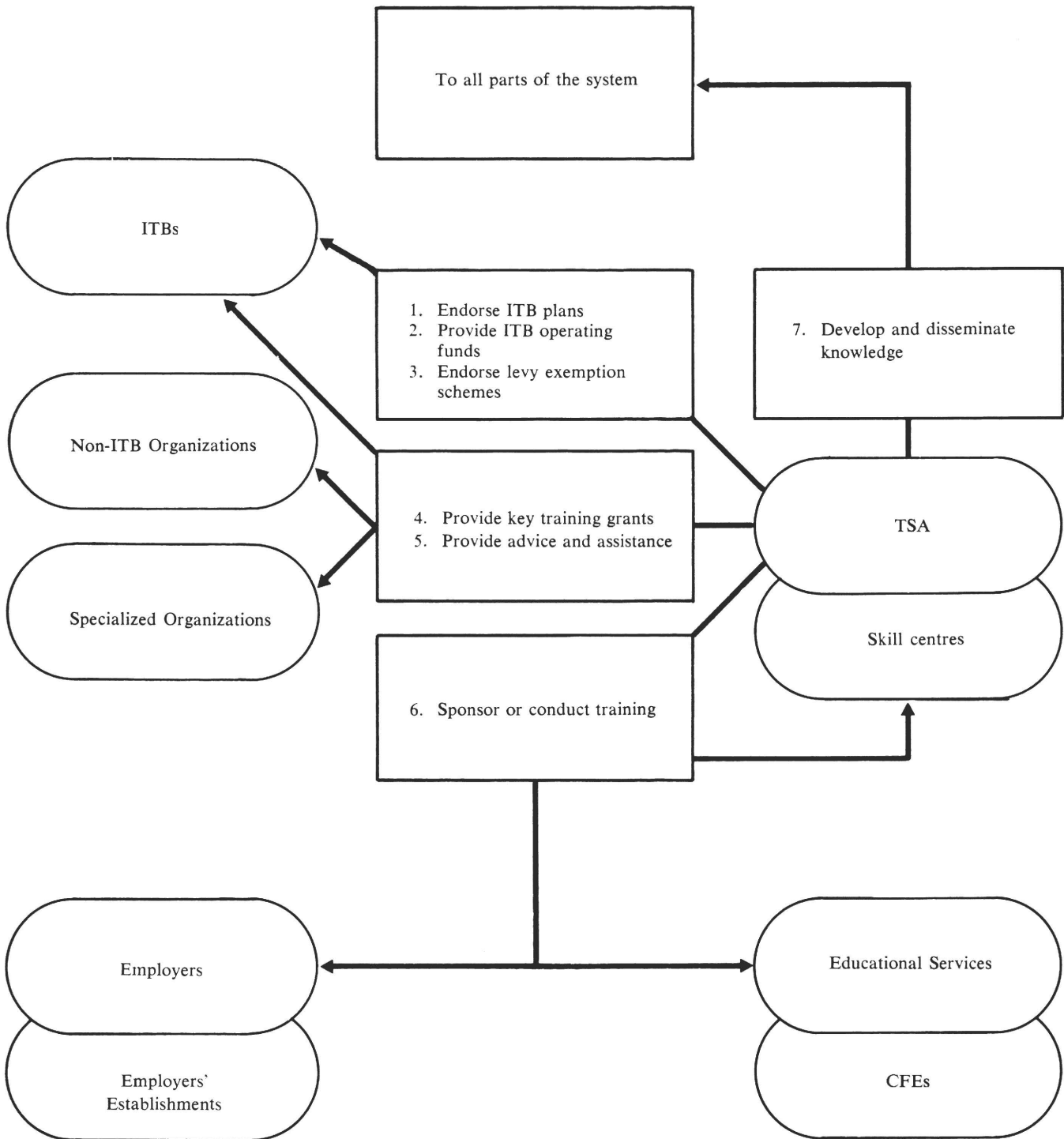
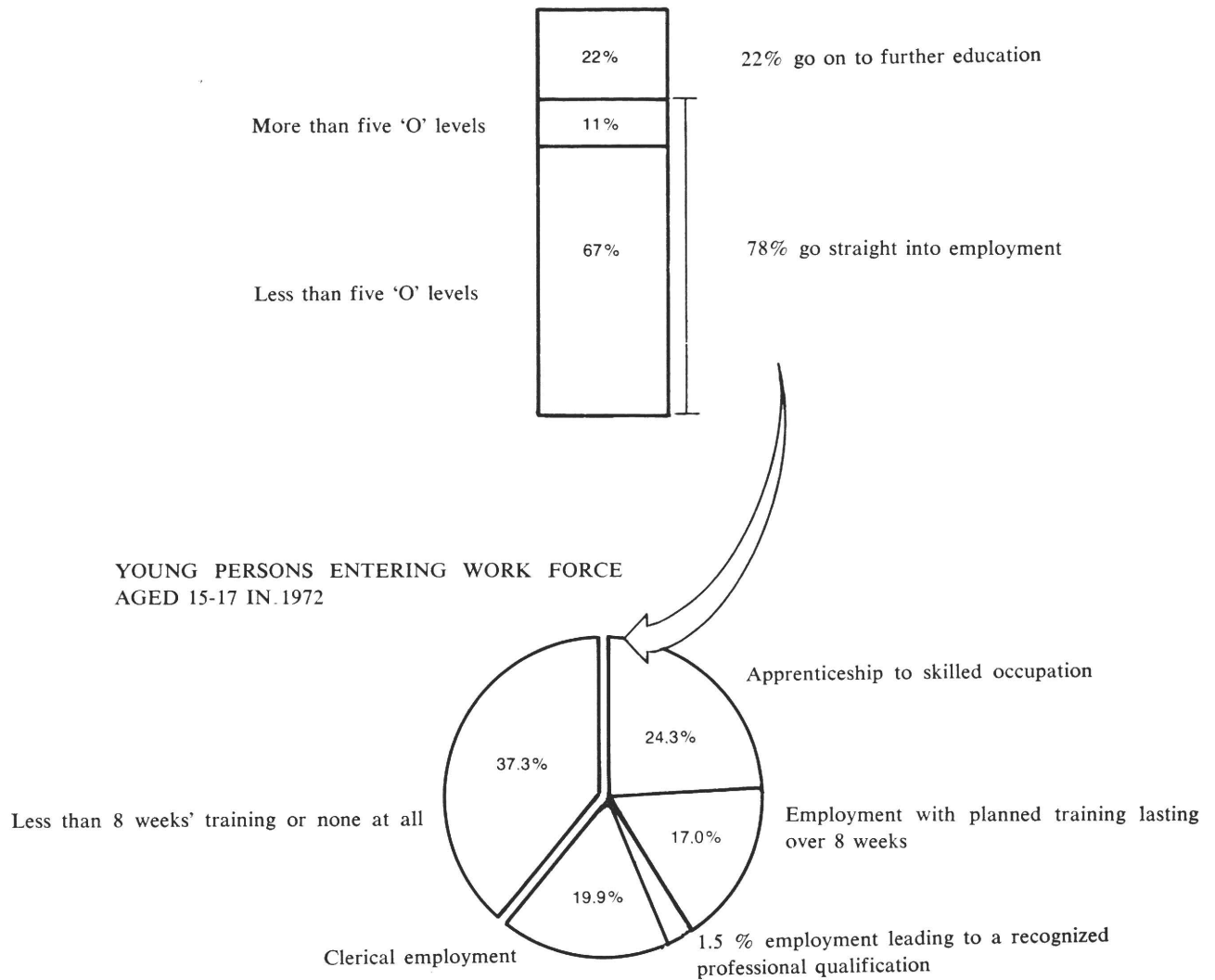


Diagram 1

SCHOOL LEAVERS IN ENGLAND AND WALES, 1971-72

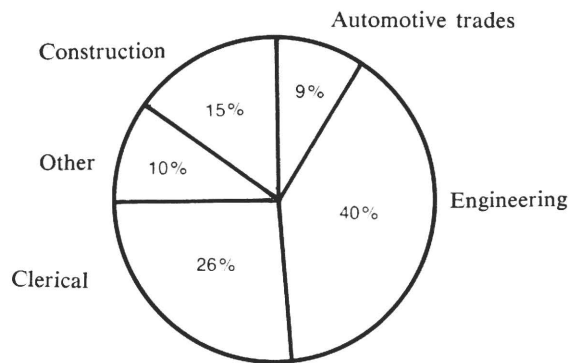


Note: The populations covered in each part of the figure differ slightly.

Source: Department of Employment Gazette Social Trends, 1973.

Diagram 2

PROPORTION OF TRAINEE OUTPUT OF TOPS IN 1973



... but the range of courses available is wide...

EXAMPLES OF TOPS COURSES IN 1973

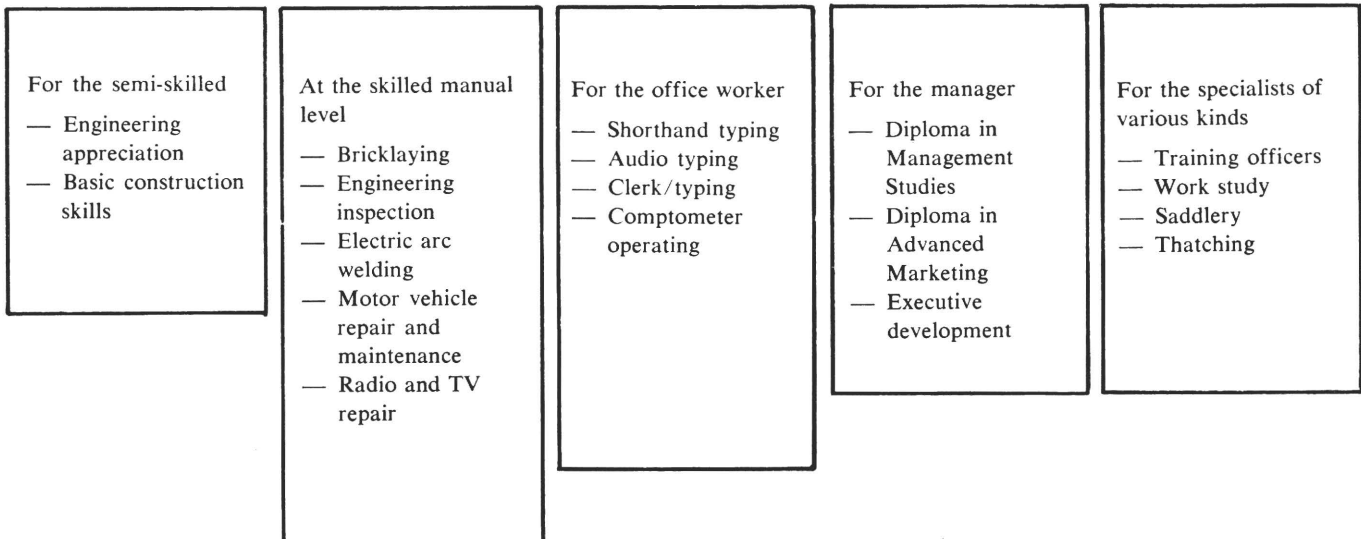
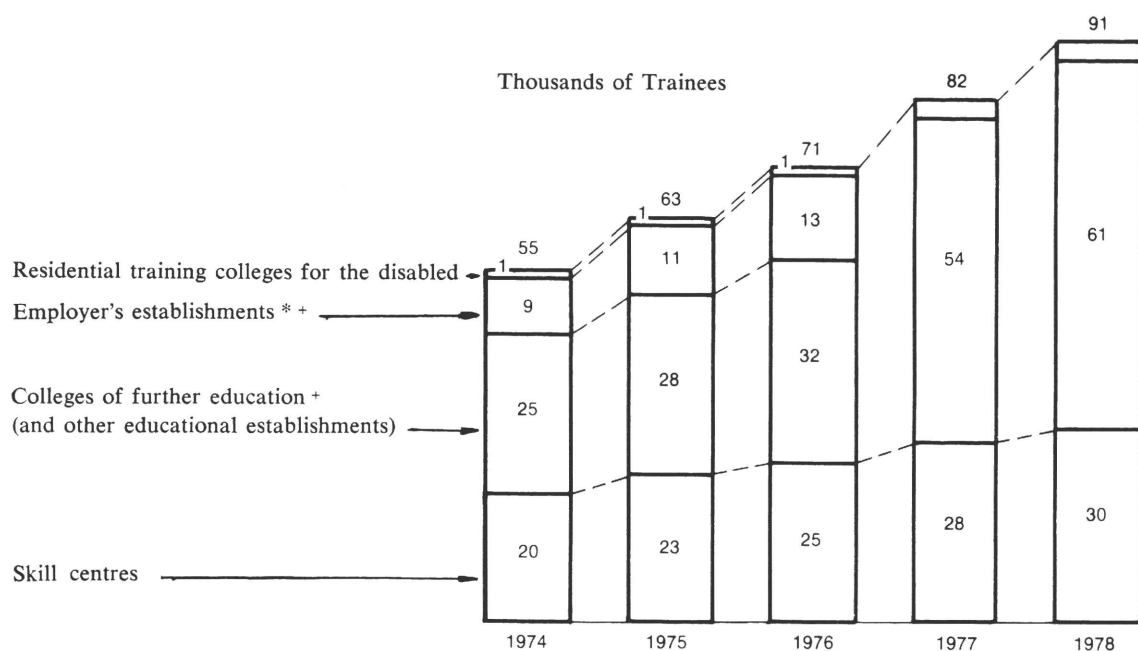


Diagram 3



* For HGV drivers, includes 2 000 in 1974, 4 000 in 1975, and 5 000 in 1976.

+ For 1977 and 1978 a combined figure is shown for employers establishments and colleges of further education. The precise distribution of places between them has yet to be decided.

Diagram 4

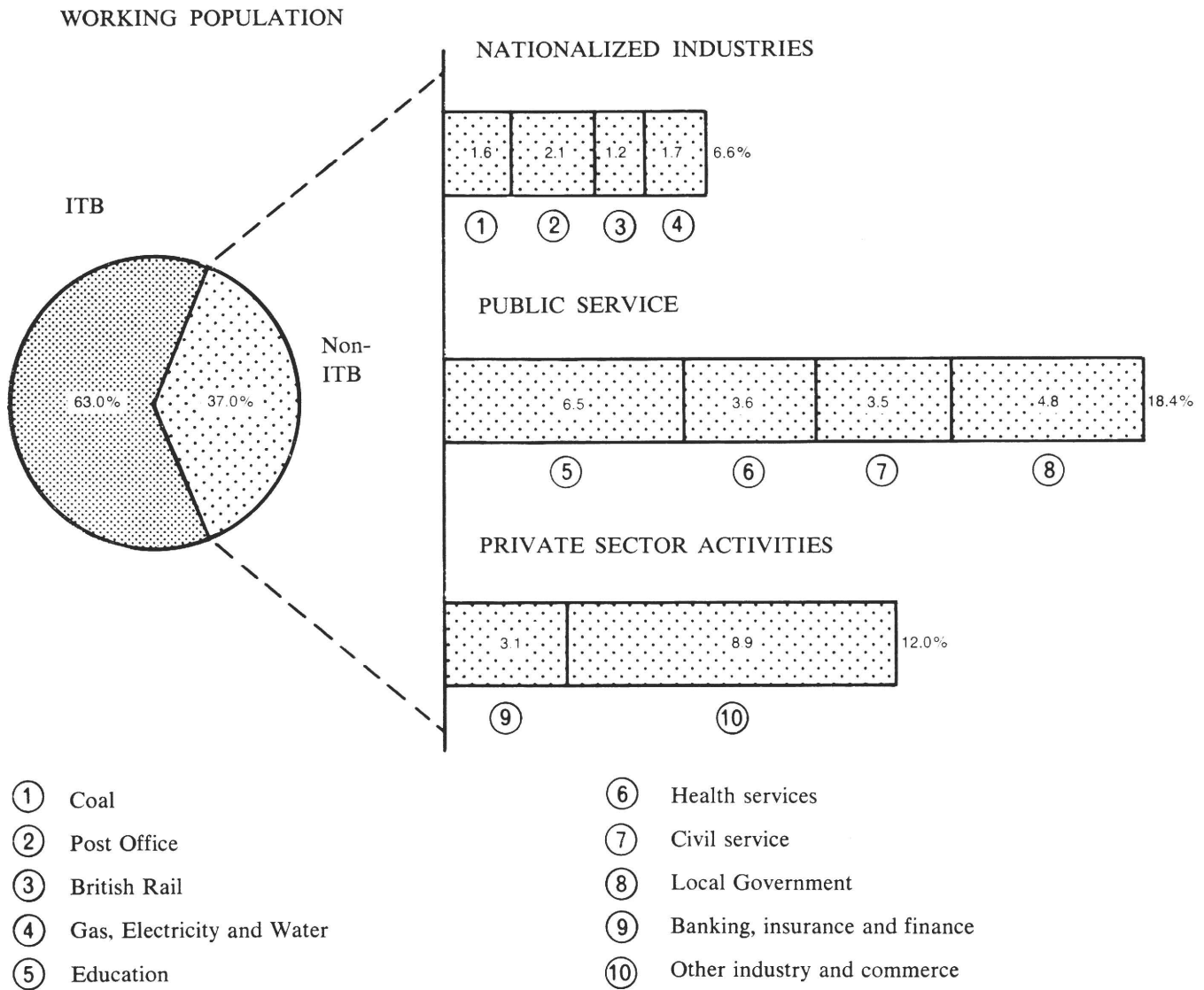


Diagram 5

Information

42. Aid for higher vocational training in The Netherlands

Vocational training in The Netherlands forms part of secondary education and is divided into lower, intermediate and higher grades. This item is concerned solely with the arrangements for grant aid for students in higher vocational training (h.b.o. = hoger beroepsonderwijs) for the academic year 1973/74 (arrangements for 1974/75 were not available when the text was prepared). A summary of the arrangements for lower and intermediate vocational training will be published in a further issue of the Bulletin.

The Ministry of Education and Science (Ministerie van Onderwijs en Wetenschappen) may provide aid in the form of a grant for those students who have difficulties in financing their studies and no distinction is made between the sexes. A maximum grant covers the standard costs of subsistence and study. These costs are called 'the budget'. The standards are fixed by the Minister before the commencement of the financial year on the basis of the cost of living index. The standard costs for the academic year 1973/1974 amounted to Fl 5 050 Fl 6 130 for students living away from home and Fl 3 120 - Fl 4 200 for students living at home. The variations are connected with the type of higher vocational training. The size of the grant depends on the financial

position of the applicant and his/her parents, but cannot exceed the amount applied for. As a rule, 'mixed grants' are awarded, consisting of 60 % grant and a 40 % interest-free loan.

On the basis of an extensive questionnaire, the Ministry compiles a list of data for each application which is processed by computer. This covers:

- (a) personal aspects,
- (b) financial aspects,
- (c) academic suitability of applicant.

Payment of the grant is normally made in three equal instalments.

Academic requirements

The minimum educational requirements for admission to higher vocational training are:

- (a) the diploma of a school providing higher general secondary education (h.a.v.o.—hoger algemeen voortgezet onderwijs), or;
- (b) the diploma of a school providing intermediate vocational training (m.b.o.—middelbaar beroepsonderwijs).

The general rule for a first application is that a grant is awarded only if the applicant is under 27 and holds the diploma required for admission to the chosen course of study. If 27 or over at the commencement of a course, the student may receive aid in the form of a comprehensive, interest-free loan. If 47 or over at the commencement of the course, the student will not be awarded a Government grant.

It is the concern of the Director of Studies to decide upon the suitability

of study of older students and of those students who have to take an entrance examination. If a student is making satisfactory progress the recommendation of the Director of studies will normally be favourable. However, this will be adverse if the normal length of the course is exceeded, or student has had to repeat a year.

Financial requirements

The assessment of the grant is based on the budget referred to above and must include the following:

- (i) the parental contribution (based on income and/or capital)
- (ii) the contribution from the applicant's own resources (income and/or capital)
- (iii) the Government contribution.

It is assumed that parents will contribute the amount that may be reasonably expected of them, but if this part of the budget cannot be covered by the parental contribution or from the applicant's own resources, a grant will be awarded in respect of the remaining amount. The system of grants is supplementary i.e. if more than one student from one family applies for a grant, the parental contribution (on the basis of income and/or capital held to be reasonable) is divided amongst the applicants. This is effected on a pro rata basis according to their budgets, so that each budget is covered in proportionately equal parts by a parental contribution on the one hand, and a contribution from the student's own resources and/or a Government contribution on the other.

Parental contribution

1. *Contribution from income.* In principle the assessment for the year 1973/74 was based on the taxable income over the year 1972. It is assumed, at the time of writing, that the income for the year 1973/74 will not be less. Allowance may be made for a considerable reduction in income due to unforeseen circumstances. As the final assessment of the taxable income had not been made at the

time when financial data were submitted, the parental contribution was assessed on the basis of the data shown on the Income Tax Form for 1972. It should be noted, however, that such data are always checked against the Final Assessment. If the declared income proves to differ considerably from the amount finally determined, a re-assessment of the parental contribution will be made and any sum awarded in excess will be repayable immediately.

If the parents do not make a return, the parental contribution is fixed on the basis of an employer's declaration for the same year. The following are deducted from the parents' taxable income:

- (i) the Income Tax payable;
- (ii) the standard amount as fixed by the Minister that the parents require for their own subsistence;
- (iii) the standard amount as fixed by the Minister required to meet the subsistence costs of other dependent children in the family.

2. *Contribution from capital.* A contribution from capital is considered possible in the event of:

- (a) a parental business capital in excess of Fl 100 000;
- (b) any other parental capital in excess of Fl 50 000.

The amount of contribution is:

- (i) If the parents' income is Fl 19 000 or over, 5% of the amount whereby the capital exceeds the sums referred to above under (a) and (b).
- (ii) If the parents' income amounts to Fl 13 000 - Fl 19 000, 3½% of the amount whereby the capital exceeds the amounts referred to under (a) and (b).

3. If the income is less than Fl 13 000, 2% of the amount whereby the capital exceeds the amounts referred to under (a) and (b).

In the event of special family circumstances, extra allowances may be granted, or additional payments required.

Child Allowance and Family Allowance

Depending on the size of the parental contribution, parents are entitled to family allowance and child allowance in respect of a child who is a student. As family and child allowances constitute an important factor in the assessment of the grant, and have a considerable effect on the assessment, the regulations on this point are, briefly, as follows:

1. *Child allowance.* This is an allowance on income tax payable by every parent. Parents are eligible for this tax allowance if they support their children wholly or partly at their own expense. The allowance in respect of students may be a multiple of the allowance for one child; in this case one can say that students count as several 'fiscal children'. The number of 'fiscal children' the student is deemed to represent, depends on the extent to which parents contribute towards the cost of the training course.

2. *Family allowance.* All parents are entitled to family allowance as from the third 'fiscal child'. Self-employed persons with an income under Fl 10 050 and all wage earners are also entitled to child allowances in respect of the first two 'fiscal children'.

As in the case of child allowance, the parents' claim to family allowance depends on the extent to which parents contribute towards the costs of education and subsistence.

Depending on the age of the applicant, and on the extent to which the parents contribute towards the costs of subsistence, it is necessary to distinguish between children counting as one, two, or three fiscal children.

Parents are not allowed child and family allowances in respect of children aged 27 and over. The parents' expenses in connection with the education of such children may, in principle, be deducted from income tax as 'special expenses'.

Contribution by unmarried students from their own financial resources

The following items are deducted from the grant:

- (a) Income from employment: 50% of the amount whereby such income is in excess of Fl 740 per annum.
- (b) Educational grants for non-specific purposes awarded by third parties: the amount whereby such grants are in excess of Fl 1 000
- (c) Income not resulting from employment, but not including grants as referred to in paragraph b: the amount whereby such income is in excess of Fl 500.
Alimony, (orphan's) pensions, income from applicants' private capital etc. are included in this category.
- (d) Applicants' private capital : an additional 5% per annum if, and to the extent that, the capital is in excess of Fl 10 000.

All financial resources without exception should be declared. How such income is spent is not relevant. An incomplete statement or an understatement of the applicant's income and/or capital will lead to a re-assessment of the grant. Any sums paid in excess will be repayable on demand. In the case of income from employment, it should be noted that additional work must not cause delay in completing the course of study.

Part-time Training

In awarding grants to persons taking part-time or evening courses, it is assumed that the applicant is in paid employment and that the income from such employment will be sufficient to cover at least the student's own subsistence costs and those of his family. A grant may be awarded if the applicant's net income, plus his/her wife's/husband's income is insufficient to cover educational expenses in the narrower sense (books, materials, travelling expenses) in addition to the costs of subsistence. The amount of the grant will never exceed that of the immediate educational expenses. Grants for most evening or part-time courses vary between Fl 150 and Fl 500 plus any travelling expenses.

Practical experience

Persons who are required to gain practical experience in the course of

the academic year are not, in principle, eligible for a full grant. In view of their income from practical work, the maximum grant awarded to them will be Fl 1 800.

This rule does not apply to students at Colleges for Social Science, who undertake practical work. This group will be required to declare its income from practical work and the grant will be assessed accordingly. Persons who receive no, or very little income from practical work, may submit an application for re-assessment of the grant. A statement by the Principal of the educational establishment must accompany the application proving that no, or very little remuneration is being received.

Married students

The educational grant is assessed as follows:

- (a) If the applicant is married to a person who is not a student, the assessment is based on a family budget consisting of twice the maximum amount for a student living away from home plus fl 740 for each child.
- (b) If, and to the extent that this budget cannot be covered by parental contribution and by the joint income (after deduction of Fl 740) and any contribution(s) from capital belonging to either of the marriage partners, a government grant may be awarded.
- (c) If both partners are students, and both are therefore eligible, in principle, for grants the grant is assessed for each partner individually in the same way as for an unmarried student. A restrictive condition is, however, that the total sum of the grant(s) so assessed, the joint income (after deduction of Fl 740) and any contribution(s) from capital belonging to the student couple, shall not exceed the family budget referred to above.

Marriage allowance

A marriage allowance consists of an interest-free loan that is repayable in full. This can only be awarded to students under the conditions (a) and

(b) below and provided that they can be expected to complete their course of study within two years. The maximum amount of marriage allowance that can be awarded is:

- (a) For applicants married to non-students and
 - (i) over 27: three-quarters of the budget for unmarried persons plus Fl 740 for each child;
 - (ii) under 27, but over 23: half the budget for unmarried persons plus Fl 740 for each child.
- b) For applicants married to students: Fl 740 for each child (if both parents apply, this sum is naturally only awarded to one of them).

Appeals regarding grants

If an applicant for a government grant does not agree with the decision regarding his application, he may appeal for this decision to be reviewed. If he considers that the review decision has not, or inadequately, met his objections, he may submit an appeal for a further review.

In consultation with the Netherlands Student Council (Nederlandse Studentenraad) and the Council of Students in Higher Vocational Training (Raad van Studerenden bij het hoger beroepsonderwijs), a professional committee has been set up to deal with appeals for further reviews. The committee's task is to check whether the grant awarded was assessed in accordance with the prevailing standards. The committee reports to the Minister on each case submitted to it.

43. *Equivalence of qualifications*

The Committee of Ministers of the Council of Europe, realizing the pressing need to improve the present system of information on equivalence

of qualifications within Europe, has recommended the establishment of national information centres.

These centres would be established in those countries where they do not yet exist and would have the task of collecting up-to-date and reasonably detailed information on national institutions of upper secondary and higher education, together with that of foreign educational systems.

The latter would include the objective assessment of foreign qualifications and existing equivalence arrangements. The centres would make the information collected available to similar information centres in other countries which are signatories of the European Cultural Convention and to the Secretariat of the Council of Europe.

Source :

Council of Europe, Strasbourg: 9.7.74.

44. *Academy of Vocational Training in Schleswig-Holstein, FRG*

This new academy (Berufsakademie) in the catchment area of Kiel, will, from October 1974, provide advanced vocational training for those who wish to obtain management qualifications.

To enter the academy, students have to have the general certificate of education at advanced level (Abitur) and sign a contract with the firm involved with their practical training, in which the rights and duties of both sides are laid down. The academy thus offers an alternative to the conventional University education particularly for young people who wish to receive practical training in business coupled

with academic studies in economics, the law and management. The courses are planned in two stages: (1) Four terms leading to an examination of Economic Assistant (Wirtschafts-assistent) or for the diploma of Commercial Assistant (Kaufmannsgehilfenprüfung); (2) Two further terms leading to the examination of Business Economist (Betriebswirt).

The systematic training in the practical aspects of economic affairs is being supervised by a coordinating committee consisting of representatives of the teaching staff of the Academy, of the firms involved in the practical training as well as representatives of the local Chambers of Commerce and Industry and of the Ministry of Education and Cultural Affairs.

The staff of the Academy are university lecturers, teachers from specialist colleges with university status, teachers from schools of vocational training and experts from commerce and industry.

Source:

Wirtschaft und Berufs-Erziehung, August 1974, Nr. 8.

45. *New initiatives for the credit-hour system in Belgium*

In 1972 the Christian party (Christelijke Volkspartij) introduced a Bill into Parliament to provide the right to continuing education for young employees up to the age of 26, through a system of 'so many hours of education for so many hours worked': a credit-hour system. It was intended that this would provide time off from the work period for education without any loss of salary or social security benefits.

This proposal came about because, although education is free in Belgium up to the age of 18, compulsory education stops at the age of 14 and many young people prefer, or find it necessary, to start work at 14. In order to promote the continuing education of these young people, the major objective was the provision of courses under the personality development scheme which would enable young people to obtain higher grade diplomas and better promotional prospects in their jobs. The scheme contains a minimum of 240 hours of education in a full working year to be taken in periods of one or two weeks at any time. The State was to bear the entire cost of the scheme.

However, by the time a law on credit-hours came into force on 10 April 1973 the original proposals had been somewhat modified and the scheme made applicable for employees up to the age of 40 excluding all those in the Civil Service, the education sector, self-employed persons, farm workers, and those undertaking the personality development programme. Also, there was to be no financial compensation for those undertaking the first year of the social promotion programme and only 50 per cent compensation in the second year. Further, the cost of the scheme was to be divided equally between employers and the State.

The law was therefore of assistance to those wishing to improve their professional skills but was not helpful to the young workers for which it had been originally intended. As a result there was relatively little response from the working community.

As a consequence, the Christian party has now put forward proposals which they consider are necessary to ensure the effective operation of the scheme. These are, for the employee:

- (a) the inclusion of first-year students following the social promotion programme;
- (b) the inclusion of those following the personality development study programmes, (both (a) and (b) could be covered by Royal decrees);

(c) the application of a similar credit hour system for those in the Civil Service;

(d) adequate information to be published and a strict control of the scheme to be undertaken both by employer and employee organizations.

The Christian party also propose that young people who are self-employed or in the farming community should come within the scheme but that there should be some modification to allow for particular working conditions. The inclusion of these young people could be covered either by a Royal decree or a separate law.

For the young farm workers, they suggest that the Ministry of Agriculture should take the necessary steps towards the implementation of this requirement.

Finally, the party have stressed the importance of setting up special centres to provide the necessary courses for all young employees under the credit-hour scheme.

Source :

ZEG, N° 15, 1974.

46. *Adult education in the Federal Republic of Germany*

An important part of adult education is provided by adult education centres (Volkshochschulen-VHS), of which there are approximately 1 100 throughout the country with 3 740 subsidiary local centres.

More than half of the centres are run at a community or regional level and the rest are organized by registered associations. The centres are open

to everybody who wishes to study after completion of the compulsory education and the tuition fees are nominal. Courses are held mostly in the evening, outside the working period and in 1972 nearly three million people attended VHS courses. The extremely wide range of courses are grouped under the following study programmes:

courses of instruction—preparing students for specific examinations or offering further education in subjects such as arts, science and economics;

supplementary discussion and study circles—linked to distance education courses (correspondence schools, TV education etc.);

courses in creative design—to develop various hobbies and crafts;

lectures, forum discussions—providing information on current affairs and questions of general interest.

Apart from the opportunity that VHS courses offer for adults to improve their general knowledge and skills, courses are offered for those who wish to prepare for general education qualifications which would normally be acquired during secondary education.

Within each Land the VHS have formed an Association (Landesverband) to coordinate the study programmes and in 1953 the associations formed a central organization, the German Adult Education Centres Association (Deutscher Volkshochschul-Verband e.V.) with its headquarters in Bonn. The main tasks of this Association are to represent common interests at federal level, to support the Landesverbände and to provide training for full-time VHS staff.

Apart from its responsibilities for adult education in Germany, the Association has a department for adult education in the developing countries covering such aspects as:

- (i) co-sponsorship of national adult education centres in Somalia, Zaire and Ethiopia;
- (ii) the provision of advice on adult education for African and South American countries;

- (iii) the development of teaching materials for developing countries.

In 1957 the Association established an Education Service Centre in Frankfurt-am-Main (Pädagogische Arbeitsstelle - PAS) which is now subsidized by the Federal Ministry of Education and Science (Ministerium für Bildung und Wissenschaft). The function of the PAS is that of an academic institution, linking scientific research with its practical applications in teaching. It provides a service to the VHS and other institutions concerned with further education which includes:

- (i) statistical information on the work of the VHS as well as an annual statistical report on courses and participants of the VHS;
- (ii) an information service on the latest developments in the field of further education;
- (iii) seminars and conferences;
- (iv) a centre for the preparation, organization and assessing of the VHS-certificate examinations.
- (v) a reference library containing publications from Germany and abroad on adult education.

Since 1968 PAS, together with the Association, regularly publishes a handbook for directors and staff of the VHS (Die Volkshochschule-Handbuch für die Praxis der Volkshochschulleiter und Mitarbeiter). It covers such aspects as organizational structure, public relations, study programmes, methods and the history of adult education in Germany. The Centre also issues serial publications, containing articles on research projects, teaching aids, etc., as well as bibliographies.

Another important aspect of the work of PAS is the organization of congresses for VHS directors and staff as well as conferences on particular subjects, such as the training of part-time teaching staff. In addition, PAS holds introductory seminars in the theory and practice of adult education, which provide an additional, though informal qualification for full-time staff in VHS centres. At present, the PAS is working on the development of self-instruc-

tional material to assist adult educators in improving their professional qualifications.

In accordance with the Law on Retraining of 1969 (Arbeitsförderungsgesetz), the government offers subsidies to individuals who wish to undertake vocational and professional training courses. For the use of the VHS, the Education Service Centre issues information leaflets (AFG-Lehrgangsdienst) on retraining courses, recognized by local employment exchanges as well as details of the regulations and guidelines contained in the Law.

Together with the Austrian and Swiss adult education associations, the German Association and PAS have developed VHS curricula in the form of a unit credit system. This offers the possibility of grouping together certain pass subjects leading to a VHS Certificate. Examinations can be taken in foreign languages, science subjects and statistics. The central examination office of PAS is responsible for the organization of the standardized VHS examinations in Austria, Switzerland, Belgium, France, UK, Holland and the Federal Republic. The preparation, execution and marking of the Certificate examinations is uniform and binding for all countries taking part.

In Germany the VHS unit credit system is entirely financed by the Federal Ministry of Education and Science and the cost for 1973 was in the range of DM 600 000.

Source:

Deutscher Volkshochschul-Verband e.V. Bonn.

47. *In-service training for teachers in Sweden*

A working party has submitted to the Swedish National Board of Education proposals concerning the aims,

content and organization for the in-service training of teachers. It was proposed that in-service training should become compulsory, and be closely based on local needs.

Training seminars would be introduced for those teachers who till now have not received in-service training, and special attention paid to the needs of the newly qualified teacher during the first few years of service.

The working party was appointed in 1970 and was asked to make proposals with particular regard to the new needs which have resulted from continuous changes and reforms in the schools. The working party's proposals were submitted to the Board in June 1974, and a decision will be taken early next year. These proposals are closely linked with a recent new measure to allow free time (known as school inner work) to each school, outside the state curriculum, for use as the school desires. Hitherto, most of the time allocated to in-service teacher training has had to be devoted to meeting the needs of the major school reforms, and its content has therefore been decided centrally. The working party now proposes that the five-day seminar, at present compulsory for teachers in the comprehensive and upper-secondary schools, should henceforth be used to meet local needs. An additional week in each three-year period would be allocated to all teachers for in-service training of a more national character. In future in-service training would be given to all categories of teachers, but heads of schools, principal teachers, teacher trainers and in-service training advisers would get immediate priority and more frequent training opportunities.

The working party has defined five areas of in-service training; for newly qualified teachers; for local needs; to meet the requirements of the national and regional authorities; that related to curriculum development or school reforms and to help satisfy the needs of individuals.

Newly qualified teachers

This in-service training is geared to supplement a newly qualified teacher's basic training, to help him coordinate

his theoretical knowledge with the practical demands that he meets in the first few years of service and to fill in any gaps which might remain. The working party calls for a two-week course after about two years, plus two further one-week courses over next four or five years.

To meet local needs

This would be designed and organized by local school staff, to meet the everyday problems of their schools. The present secondary school in-service training provision would be incorporated in this scheme and be extended to pre-school teachers, teachers of adult education and technical training staff. It would, in future, be organized in cooperation with the local municipal child and youth services (including health, probation and employment services).

National and regional requirements

The central and regional authorities will have to disseminate information to schools and to organize work on particular educational problems, but an increasing amount of the planning and carrying out of the training will be undertaken by the teachers themselves. For this training, the working party recommends a provision of one week every third year, or divided over three years, during term time. Priority would be given to heads of schools, principal teachers and those associated with basic and in-service training.

The needs of individuals

This constitutes the only type of in-service training which would not be compulsory. It would take place in the holidays, except in the case of some vocational teachers who should be allowed leave of absence on full salary during term.

The working party recommends that there should be no competitive marking or grading by merit for these in-service courses. A certificate should be given to each participant on completion of the course, describing its aims and content and certify-

ing that the individual concerned has attained the level required.

Overall responsibility for all in-service training rests with the National Board of Education but the working party urges that this training should be left as far as possible to the initiative of the six in-service training regions, in cooperation with local education authorities, county school boards, schools of education and teachers' organizations. These regions should each form a District Board to collect information, plan and organize in-service training.

At present the in-service training budget amounts to Skr 40 million. The working party estimates that its proposals would involve an additional cost of Skr 23 million, of which Skr 13 million would be attributable to the provisions for in-service training to meet local needs.

Source:

News Letter Commission of the European Communities No. 3/1974.

48. New UK-based centre for European agricultural studies

Wye College, in Kent, has long had a high reputation in agriculture. It was founded in 1447 by Cardinal John Kempe, Archbishop of Canterbury, and is now part of the University of London.

Recently the University proposed and obtained sufficient financial support to start building an extensive new study centre with the aim of providing the EEC with a staff college which would not only serve the agricultural community but all industries who work with it.

The centre plans to undertake programmes that will keep abreast of forward thinking among European

farmers, technologists, businessmen and economists. It will analyse and interpret their views in the context of European and world circumstances and fulfil specific assignments under commercial and Government contracts.

The nucleus of the centre has already started work on some projects. A study of meat marketing in Europe has been set up by the Meat and Livestock Commission and a two-year research and intelligence project into some of the repercussions of the Community on its trade and agricultural policy.

Initially, the centre is being administered by a management council responsible to the governing body of Wye College. It will include British and other EEC representatives of commercial and academic institutions.

Close contacts will be established with other universities and research institutions in Europe. The centre also aims to provide for the exchange of personnel and collaboration in the development of linked research projects and teaching programmes.

Source:

Irish Farmers' Journal, 9 February 1974.

49. Vocational training in agriculture in Ireland

Ireland in common with the other EEC Member States, is required under directive 161 to introduce schemes of vocational training for farmers, farm workers and family helpers to enable them to acquire the skills necessary to integrate into modern agriculture. Proposals for this new training, which have been drawn up by the Department of Agriculture and Fisheries in consultation with farming organizations, have been favourably received by the Commission

and it is hoped to bring them into operation this year. The proposals provide for training courses to be given by the Committees of Agriculture in each county, by the Agricultural colleges (state and private) and by other agencies approved for the purpose. The proposals would supplement existing training facilities and afford flexibility as to the use of day-release courses, residential courses or courses for special interest groups combining formal instruction with farm visits, demonstrations, etc.

50. Advanced horticultural training in the Rheinland, FRG

For many years, courses for the training of gardening specialists (Gärtnermeister) gave been provided by the Chamber of Agriculture at centres at Bonn-Bad Godesberg, Essen and Straelen. Recently, continuation courses have been started in order that the trainees can gain the necessary knowledge to become horticulture specialists (Gartenbautechniker) with particular reference to horticultural production techniques.

The Chamber now proposes to provide separate two-year courses for horticulture specialists at the centres at Bad Godesberg and Straelen.

Source:

Ausbildung und Beratung Nr. 7/8, 1974.

51. The activities of CEREQ France

The examination of manpower resources, training effectiveness, occupational requirements etc. is being undertaken in France by the Centre

d'Etudes et de Recherches sur les Qualifications (CEREQ). A wide programme of studies is at present being carried out and at the same time the Centre is devoting considerable effort to the establishments of closer links with other national and professional bodies in France and elsewhere in order to provide effective collaboration and promote its findings and services.

The method used to develop a study through its various stages is:

- (a) *Initial study*. This is generally based on a limited number of observations carried out by professional teams from CEREQ or by associated research centres with the collaboration of a limited number of staff from the outside services of the Ministries of Labour & Education. Their purpose is to confirm initial hypothesis, check their theoretical basis, suggest observation methods, and provide the ground rules for in-depth studies.
- (b) *Full survey (descriptive)*. Using the methods formulated from (a), it consists of the compilation of a large number of observations based on representative samples from as many regions as possible. The aim is to provide statistically valid information and prove the theories expounded in (a).
- (c) *Continuous surveys*. These provide the final objective of some of the studies conducted by CEREQ. Here, competent private or professional bodies take over the gathering of the necessary information and assist in the compilation of the material. CEREQ's function is then confined to administrative and policy procedures. However, in certain circumstances the Centre takes direct charge in the setting up and continuation of a survey, such as the Directory of Employment in France.

During 1974 the following studies were scheduled:

- (i) Research into the development and formulation of qualifications.
- (ii) A study of the conditions affecting job access after training.

- (iii) Analysis of qualifications in terms useful to the trainer.
- (iv) Development and improvement of the forecasting methods for manpower requirements, job structuring etc. for and within industries and the regions in order to promote effective policies on vocational training and the redevelopment of labour.

An important part of CEREQ's resources during 1974 will be devoted to the inception of the Directory of Employment in France (*Répertoire français des emplois, RFE*) which will take some years to become fully operational. It will provide valuable information to the National Educational Office, the Labour Office, the Employment and the Population Office, and the Director's Office of the INSEE. It will be undertaken in close collaboration with the Universities and the National Agency for Employment.

The object of the RFE will be to provide continuously up-dated information on the general employment situations in France, and also detailed breakdown of information in specific areas of employment.

During 1974 investigations will be undertaken concerning banking, finance and insurance institutions and the electricity, electronic and electro-mechanical industries.

A further proportion of CEREQ's resources will be devoted to providing a technical service to users.

CEREQ provides a liaison service between various central government departments and the regional committees on vocational training and employment.

The documentation centre of CEREQ (*Bureau des statistiques professionnelles*), records information on education, apprenticeships and vocational training. This covers such aspects as the number of trainees per annum on initial continuous and apprenticeship training. The centre also organizes the technical and administrative assistance given by the *Sécrétariat général de la Formation Pro-*

fessionnelle thus implementing the laws of 16 July 1971 concerning the development of continuous education. It operates an abstract service of technical reviews and is in constant touch with other study centres in France and elsewhere. It also issues various documents providing background information on industrial and scientific developments which can be of benefit to the industries concerned.

Source:

Note d'information N° 19 - Ministère de l'éducation nationale 25.2.1974.

52. Integration of nursery and primary education in The Netherlands

The integration of nursery education and primary education will have high priority in the planning of future education systems in The Netherlands. The basic idea is to bring together in order to eliminate developmental disturbances that may occur in children by separating nursery education and primary education. It is also proposed to do away with the principle of teaching a certain subject in a certain school year. It is realized that this principle does not meet individual progress and will, therefore, have to be replaced by other didactic methods leading to a more flexible education which would better fit in procedures. Initially, four schools will be to the social development pattern of the child. The Government has decided to start three types of preliminary experiments, as follows:

1. Integration of nursery and primary schooling

In order to carry out the experiments fully, there will have to be some departure from various current legal conditions applicable to experimental be chosen and the experimental pro-

grammes will be carried out in a scientific manner so that the results can be incorporated into future education systems.

2. Close cooperation between nursery schools and primary schools

In this experiment, the importance of learning and development as a continuous process will be emphasized. These programmes will also have to be conducted in a scientific way. Approximately ten schools will be included in the first trials.

3 Experiments related to particular aspects in education

These experiments will take place within schools which come under similar legal regulations and may bear upon, for instance, educational content and didactic methods. The selection of these schools (approximately 10) will be made at the recommendation of the national school inspection board (*rijksschooltoezicht*) from a number of schools which have applied for the integration programme.

The Government will shortly set up an Innovation Committee (*innovatie-commissie*) which will be in charge of integration projects in various schools throughout the country. The Commission will consist of five independent specialists and its meetings will be attended by two officials from the Department of Education and by representatives from the schools taking part in the experiments. The Committee will have to work closely with a governmental educational board for primary schooling (*basisonderwijs*), particularly with reference to legal, administrative and financial aspects.

The Government envisages an experimental period of four years in order to gain sufficient experiences with the schemes before integration will be made law in all primary schools in the Netherlands.

Secondary education will as yet not be included in the experiments.

Source:

Uit Memoire van toelichting, Rijksbegroting 1974. Ministerie van Onderwijs en Wetenschappen.

53. *Towards cooperation in education for Europe*

During the eighth session of the Standing Conference of European Education Ministers, held in Berne in June 1973, the Secretariat of the Council presented to the Conference a full report on the activities during 1971-72 of UNESCO, OECD, the Commission of the European Communities and the Council of Europe within the sphere of education.

The main theme of this report was education of the 16-19 age group and brief accounts were also given on such topics as equality of opportunities in education for boys and girls, illiteracy, cost of education, education of children of migrant workers and the mutual recognition of diplomas.

A second working report was presented to the Conference during the meeting by the Secretariat of the OECD, analysing in detail the current educational situations in the OECD member states.

These two documents provide a wide survey of the major problems which have involved the Education Ministers since their first meeting in The Hague in 1959. The documents also indicate the ways in which coordination and cooperation in education among European member countries may be obtained and the Secretary of the Standing Committee expresses the hope that these reports will convey detailed and useful information to all those concerned with education in Europe. Furthermore, on the basis of such information the Education Ministers will be able to set priorities in the planning of education within a cooperative framework, with the ultimate objective of improving educational facilities for all and thus provide an improved quality and standard of life for the European Community.

Source:

1. Rapport d'activité des organisations internationales 1971-72. Strasbourg 1973. N° CME/VIII(73)3.

2. Analyse de la situation éducative, Paris 1973. CME/III(73)3.

54. *A French National Institute for Inspectors in Factories*

At present there is only one small centre in France which undertakes the training of inspectors in factories and provides refresher courses for both inspectors and departmental heads.

With a view to furthering the development of life-long education (formation permanente) plans are now being made for the establishment of a National Institute of Labour which will include a comprehensive training centre for inspectors. The institute will be built in Lyon and the necessary finance will be included in the national budget for 1975. The Institute will be open to all those in companies and professional organizations who are involved with industrial problems and a wide range of courses will be organized to meet their needs.

Source:

Formation France Revue Trimestrielle N° 57/4.

55. *Training Services Agency*

Sir Denis Barnes, Chairman of the Manpower Services Commission (MSC), has welcomed the general approach of the plan submitted by the Training Services Agency (TSA)

for its activities over the next five years. *Training Services Agency - a Five Year Plan* was published in May.

The Chairman of the MSC says in his foreword that the MSC will regard the plan as a basis for a discussion of training policies and programmes financed from public funds through the grant-in-aid to the Commission. It is envisaged that public expenditure on training will rise from approximately £85 million in 1974-75 to over £170 million (at current prices) by 1978-79, if the provisions of the plan are fully implemented.

The plan begins by reviewing the current training effort, identifying the constituent parts of the country's training system and the relationships between them, briefly assessing their contribution, and establishing the central role of the TSA in the training system.

The plan identifies for the TSA the role of catalyst and coordinator in the training system, and suggests that the TSA should pursue three major aims if it is to carry out this role effectively: to increase the efficiency and effective performance of manpower; to help people to fulfil their needs and aspirations in their own employment; to increase the effectiveness and efficiency of training. The plan sets out four concurrent programmes of action to achieve these aims.

Programme One: meeting training needs of industry

In addition to coordinating the work of the ITBS and the Foundry Industry Training Committee, the TSA is to secure more effective training throughout industry, including training in industries not covered by ITBS. A breakdown of the non-ITB sector is shown in the Figure following. The TSA is also to ensure that the sum of industrial training activities meets certain needs which it defines as being of special national importance. The TSA has identified five major sectors as areas of national priority. These are: administrative and office

occupations ; management development ; offshore oil ; overseas trade ; safety and health at work.

The TSA will continue its own direct training services, training within industry (TWI), sponsored training in skillcentres (formerly government training centres) and the mobile instructor service, and will expand these services where demand exists. The plan recognizes that the TSA and MSC will need to consider a further range of possible activities in the event of an economic recession and substantial rise in unemployment.

The plan discusses in some detail the strategies necessary to achieve success in the various areas of training need which it identifies, and foresees some of the difficulties which may be encountered. It is envisaged that the expenditure required on this programme may need to rise from about £9 million in 1974-75 to over £45 million in 1978-79, at current prices.

Programme Two : meeting training needs of individuals

The TSA will attempt to achieve its second programme in two ways: by improving training opportunities generally, and by improving training opportunities for people with special needs. It will do this mainly by means of the Training Opportunities Scheme (TOPS). It is intended to proceed with the proposed expansion of TOPS until a figure of 100 000 trainees a year is reached.

To meet the needs of special groups within the framework of TOPS, the TSA will pay particular attention to women workers, the disabled, the long-term unemployed, immigrants, redundant workers, and young people. In addition to action in these areas, there are a number of fundamental questions about the development of TOPS which the TSA will be examining, and on which it will be presenting policy options to the MSC. It is estimated that implementation of the proposed programme will entail a rise in expenditure from about £77 million in 1974-75 to over £125 million in 1978-79 (at current prices).

Programme Three : improving training effectiveness and efficiency

This programme is concerned with the training process itself, with reducing the cost of training people to reach given standards, and with enabling people trained to reach higher standards. The Agency will help to improve training wherever it takes place by developing and disseminating fresh knowledge and new training methods, and by improving the effectiveness of training staff. The TSA will concentrate its development work on sponsoring research conducting surveys, and supporting and coordinating research and development. In order to strengthen the competence of training staff, the TSA will pay particular attention to groups of people, such as training officers and instructors, who have key responsibility for efficient training. The Agency feels that expenditure on this programme should increase threefold, to about £1 million in 1978-79 at current prices.

Programme Four : managing the TSA

The TSA will have three operating divisions: the Industry Division, TOPS Division, and a Directorate of Training. There will be three support branches: a Planning and Intelligence Branch, a Corporate Services Branch, and a Marketing and Public Relations Branch. The Training Services Board, which consists of the Chief Executive, his two deputies, and the Director of Training, will oversee line management and support branches, and all their plans, programmes and activities (see also *BACIE Journal*, May-June 1974, item 50).

Source:

BACIE Journal Vol. 28 No 7, July 1974.

56. *British Technician Education Council under way*

Following proposals in consultative documents the Technician Education

Council (TEC) has now published its policy statement.

It is clear from the statement that rationalization of the existing system of technician education, which at present involves 90 joint committees and City and Guilds of London Institute (CGLI) committees in the making of 300 different awards, will be only one of its functions. The organization will also validate colleges' schemes, act as an external examining body and engage in curriculum development.

Awards structure

As a result of the points raised by interested parties concerning the proposals a major change has been the decision to allow programme committees the power to approve college schemes and devise programmes without detailed reference to their sector committees, and the intention is clearly to ensure a close degree of central control over local initiative.

The Council will encourage unit-based programmes and a credit system of awards, and guidance is given in the statement on the size and different types of units and the number of hours of study required for each of TEC'S four awards. The statement includes some 'model' programme structures for the guidance of colleges and the Council's own committees, although flexibility and student mobility are considered to be important features of the scheme and the suggested structures are in no way prescriptive or mandatory.

Guidance is given in the policy statement to colleges and programme committees on the formation of college-designed schemes, together with an indication of the factors which should be taken into account by colleges when planning their courses. More detailed guidance is to be issued on the submission for approval of college schemes.

The Council envisages that cooperation between colleges in the design of joint schemes will often be the best approach for colleges, and to

avoid wastage of college resources TEC intends to identify common studies which can be applied across a number of programmes in each sector and to produce standard units which will be available to colleges for inclusion in their own programmes. Standard units will also be produced by TEC in certain specialized subjects. Further consideration is to be given to the definition of common studies in the different sectors, and the Council will be consulting its sector and programme committees before final decisions are taken. Standard programmes will be available from TEC for colleges which do not wish to put forward their own schemes.

Committee structure

A number of significant changes have been made in the structure, titles and fields of activity of programme committees. The effect of the changes has been to reduce the number of programme committees from 27 to 22, and the Council will be establishing ten specialist panels to deal with certain 'across the board' subjects or groups of subjects, including, as suggested by BACIE, one on tribology. The Council will also devote special care to liaison between the committees and in this the servicing officers of the CGLI will play a major role.

Changes have also been made in the composition of the committees, and the number of *ex officio* members is likely to be lower than originally envisaged. The committees are however to be established in stages, and the Council will take into account the advice of the first committee members, who will start work before Christmas 1974, when considering the appointment of additional members.

Admission and assessment

TEC will operate a flexible system on the admission of students, who will be able to start at different ages and levels of attainment, credit being given for previous studies. The programme committees will be considering in detail what previous studies will count for credit, and will also produce

recommended entry qualifications for students. Colleges will, however, have discretion to admit students without these if they have equivalent qualifications.

The Council hopes to see less emphasis on formal examinations, and assessment will be balanced between examinations, tests, practical work, projects and other studies, both in the programmes as a whole and within individual units. Units in the early stages of a programme will normally be assessed internally, but in college-operated schemes some units will be assessed in association with an external moderator appointed by the Council. External examiners appointed by the Council will examine students' work where a college is conducting a programme provided by TEC and wishes the students to be examined externally. The Council will be publishing detailed guidelines on the assessment of students in due course.

The Council's timetable

The development of the Council's system of awards covering the whole range of technician education will inevitably be a phased operation extending over a period of years. The Council hopes that first TEC programmes will start in September 1975, although the main development will come in 1976 and later. The Council is now considering its priorities in terms of awards and fields of study, and expects to publish its timetable for the next five years by the end of 1974. The Council will also be publishing a newsletter for colleges, industry and other interested organizations, and hopes the first issue will appear before the end of 1974.

The policy statement is available free from the Technician Education Council, 76 Portland Place, London WIN 4AA.

Source:

BACIE Journal
Vol. 28 No 8 September 1974.

57. *Keeping the educational press informed*

The formation of an association for journalists specializing in educational matters throughout the EEC was discussed by correspondents at a meeting in Brussels on 3 July 1974. This meeting was organized by the Commission to provide journalists with an opportunity of surveying the latest developments in education and educational systems following the meeting in June 1974 of the Ministers of Education of the Nine.

As a result of the massive increase in effort and expenditure in education by European countries since the Second World War there is a general awareness of the importance of adequate press reportage. In the past this has not necessarily been effective either because of the lack of information or because of the difficulty of extracting 'news' from lengthy academic documents. There is a growing consensus of opinion that a coordinating body representing journalists in the field of education would provide a focal point for the discussion of particular areas of interest and help improve the availability of information on the latest policies, research and experiments.

Source:

European University News, July 1974.

58. *Exchange and interchange of teachers in Europe*

Council of Europe

Through its Council of Cultural Cooperation, the Council of Europe has promoted studies and seminars on teacher training for a number of years

and has introduced a scheme whereby places are offered on in-service training courses in particular countries to teachers from abroad. So far Austria, Switzerland, The Netherlands, and the Federal Republic of Germany have taken part in this exchange. The Council has also supported the UK teacher exchange scheme started in 1972 and offers a number of grants covering travel and living expenses for teachers selected for exchange schemes by their national organizations.

United Kingdom

The UK government-sponsored teacher exchange arrangements are administered on behalf of the Department of Education and Science by the Central Bureau for Educational Visits and Exchanges, 43 Dorset Street, London, W1H 3FN.

1. A scheme with France and the Federal Republic of Germany was introduced in 1972 and it is hoped that eventually 1 000 exchanges a year may be possible. The object of the scheme is to enable teachers not only to refresh their knowledge of the language they teach but also to keep up to date with changes in the conditions and way of life of the country concerned. Great importance is attached to this scheme and to the benefits which will accrue both to teachers and their pupils, including the advantage to British schools of employing native foreign language teachers. The exchanges are mainly post-for-post and UK teachers are seconded on full salary by their employing authorities but also receive a grant from central government funds to offset the additional cost of living abroad. Most of the teachers are regularly engaged in the teaching of French or German in secondary schools, establishments of further education and colleges of education. Exchanges may be for the autumn term, spring term or for the full school year. With the help of an additional grant, each British teacher can pay a preliminary visit to the exchange school in order to become familiar with its organization and methods of working. It has been agreed with the French and German

authorities that induction courses are an integral part of the exchange on both sides. A basic package of teaching materials is also available without charge to teachers seconded to France and Germany.

Opportunities are also available for grant-aided short intensive study visits to France or Germany lasting one, two or four weeks. These are ancillary to the main scheme and are intended mainly for heads of modern language departments and heads of schools who find it difficult to leave their posts for as long as a term.

2. A number of unilateral appointments in Austria, Germany and Denmark are also available. These are for the full school year only and are open to candidates interested in teaching English as a foreign language. For posts in Germany and Austria an adequate knowledge of German is required, and suitable teachers have an opportunity to refresh their knowledge of the German language. British teachers serving abroad on this basis are normally paid by the foreign employing authority according to a previously agreed scale. Teachers from Europe appointed to schools in the United Kingdom on a unilateral basis will be responsible for class teaching of their own language and literature for not more than 16 hours per week (e.g. 24 periods of 40 minutes).

3. The Central Bureau is also prepared to consider applications from individual teachers and authorities for exchanges with other European countries. These may involve exchange of teachers of subjects other than modern languages and will normally be unilateral appointments on a head-for-head basis. The Bureau also arranges teacher exchanges with countries in the British Commonwealth and the USA. These are on a post-for-post academic year basis.

4. To further the training of language students and young teachers of modern languages the Bureau also operates a scheme for assistants. Posts are available in Austria, Belgium, France, Germany, Italy, Spain and Switzerland. UK candidates may be

students at universities, polytechnics or colleges of education, graduates or serving teachers with usually less than two years' experience and under the age of 30. Applicants must have an adequate knowledge of the language of the country in which they wish to serve and should preferably be spe-

cialists. Before assistants take up posts in France or Germany they are invited to attend introductory courses and similar courses are being organized for other countries whenever possible. Assistants for conversation practice in British schools are appointed from Algeria, Austria, Belgium, France,

Germany, Italy, Morocco, Spain, Switzerland, Central and South America and Tunisia and occasionally from other countries.

Source:

Education and Culture: Department of Education and Science. Ad. Memo. 13/74. ■

Documentation

EUROPE

COUNCIL RESOLUTION OF 6 JUNE 1974 ON THE MUTUAL RECOGNITION OF DIPLOMAS, CERTIFICATES AND OTHER EVIDENCE OF FORMAL QUALIFICATIONS

This resolution follows a hearing in Brussels in October 1973 during which the above subject was discussed in depth. A full account of the hearing was given in issue No 1 of the EEC Bulletin (Information 3). The resolution is given verbatim below:

The Council of the European Communities,

Having regard to the Treaty establishing the European Economic Community;

Having regard to the draft from the Commission;

Having regard to the Opinion of the European Parliament;¹

Whereas certain principles and guidelines should be laid down for the promotion of work relating to the mutual recognition of diplomas, certificates and other evidence of formal qualifications,

has adopted this resolution:

I — The Council

- acknowledges that Directives on the right of establishment, in particular those concerning the liberal professions, are of importance in connection with education policies,
- emphasizes that such Directives should be so drawn up that they do not impede efforts towards educational reform in the Member States of the Community,
- considers it appropriate that education policies should make a positive contribution to freedom of establishment, in particular with regard to the liberal professions.

II — The Council expresses the wish that future work on the mutual recogni-

tion of diplomas, certificates and other evidence of formal qualifications be guided by the desire for a flexible and qualitative approach. In this connection, the Council agrees with the following guideline: Given that, despite the differences existing between one Member State and another in training courses, the final qualifications giving access to similar fields of activity are in practice broadly comparable, directives on the mutual recognition of professional qualifications and on the coordination of the conditions of access to the professions should resort as little as possible to the prescription of detailed training requirements.

III — To this effect, *inter alia*:

- lists of diplomas, certificates and other evidence of formal qualifications recognized as being equivalent should be drawn up,
- Advisory committees, the terms of reference composition and number of which are still to be determined, should be set up.

IV — The Council hereby instructs the Permanent Representatives Committee to ensure, in cooperation with the Commission, that this Resolution is implemented, particularly within the context of the examination of the draft Directives on the mutual recognition of diplomas, certificates and other evidence of formal qualifications.

Source:

Official Journal of the European Communities No C 98/1.

RESOLUTION OF THE MINISTERS OF EDUCATION, MEETING WITHIN THE COUNCIL, OF 6 JUNE 1974 ON COOPERATION IN THE FIELD OF EDUCATION

In accordance with Article 118 of the Treaty of Rome on cooperation in education among Member States and following the report by Professor Henri Janne submitted in February 1973 to the Commission, the Council and Conference of

Education Ministers passed a resolution, the account of which is given verbatim:

The Ministers of Education, meeting within the Council,

- referring to the final communiqué of the Conference of Heads of Government held at The Hague on 1 and 2 December 1969 and in particular to point 4 of that communiqué in which the need to safeguard in Europe 'an exceptional source of development progress and culture' is affirmed, and to the final communiqué of the Conference of Heads of Government held in Paris on 19 and 20 October 1972,
- recalling the conclusions of the discussions on 16 November 1971, and the resultant proceedings of the Working Party of Senior Officials,
- taking account of the Commission communication of 11 March 1974 on education in the European Community,
- confirming the need to institute European cooperation in the field of education and their determination to achieve that cooperation by progressive stages in matters agreed upon in accordance with a procedure to be laid down,

hereby adopt this resolution:

I — Cooperation in education shall be based on the following principles:

- the programme of cooperation initiated in the field of education, whilst reflecting the progressive harmonization of the economic and social policies in the Community must be adapted to the specific objectives and requirements of this field;
- on no account must education be regarded merely as a component of economic life;
- educational cooperation must make allowance for the traditions of each country and the diversity of their respective educational policies and systems.

Harmonization of these systems or policies cannot, therefore, be considered an end in itself.

II — At the present stage, this cooperation will relate mainly to the following priority spheres of action:

- better facilities for the education and training of nationals and the children of nationals of other Member States of the Communities and of non-member countries;
- promotion of closer relations between educational systems in Europe;
- compilation of up-to-date documentation and statistics on education;
- increased cooperation between institutions of higher education;
- improved possibilities for academic recognition of diplomas and periods of study;
- encouragement of the freedom of movement and mobility of teachers, students and research workers, in

¹ OJ C 55 of 13.5.74., p. 19.

particular by the removal of administrative and social obstacles to the free movement of such persons and by the improved teaching of foreign languages,

- achievement of equal opportunity for free access to all forms of education.

It is self evident that any subject which it would appear necessary to study to attain the results sought in this sphere must be open to examination.

III—This cooperation must not hinder the exercise of the powers conferred on the Institutions of the European Communities.

IV—In order to foster action in the fields mentioned under point II, an Education Committee shall be set up, composed of representatives of the Member States and of the Commission. Its Chairman shall come from the country exercising the office of President of the Council of Ministers. The Committee will report to the Education Ministers, meeting within the Council before 30 June 1975, in accordance with customary procedures.

Source:

Official Journal of the European Communities No C 98/2.

COUNCIL OF EUROPE ON VOCATIONAL GUIDANCE

Recommendations have recently been adopted by the Committee of Ministers of the Council of Europe concerning vocational guidance in Austria, Belgium, France, Germany, Italy, Luxembourg, the Netherlands and the United Kingdom. Governments are called upon to ensure that sufficient emphasis is given to vocational guidance, and various factors essential to the provision of adequate vocational guidance are outlined in Resolution AP(74)3.

A fundamental principle of vocational guidance is seen to be the encouragement of the individual to assume conscious responsibility for his own career, and the importance of easy and continuing access to information about employment, training and post-school education is therefore stressed. Vocational guidance counsellors also need ready access to information, and the Committee recommends the establishment in each country of a national documentation centre to collect existing publications and produce its own documentation on vocational guidance.

Other recommendations made by the Committee of Ministers concern:

- the educational qualifications of vocational guidance counsellors, whose training should be of university or comparable level and who should attend regular refresher courses;
- the desirability of close cooperation between guidance services and educational psychologists, schools and emp-

loyers, and the encouragement of international research and exchanges.

DENMARK

Adult vocational training and retraining

Since the law No 194 of 18 May 1960 was passed, governing vocational training and retraining for semi-skilled workers, there have been a number of legal amendments¹ and subsequently a number of Ministry of Labour notices have been issued.

The amendments cover allowances for training, travel and accommodation but the major change has been in the increased number of applicants to the courses. Although the scheme is still primarily for the semi-skilled, nevertheless acceptance to attend courses can now be guaranteed to skilled workers, works managers and in special cases to the self-employed. Young persons under the age of 18 may also be given permission, through the Education Council, to participate in courses established and designed for adult workers, provided that alternatives such as technical colleges facilities are not preferred. Here, allowances, compensation, etc. are similar to that for adults.

Where courses are established and designed specifically for young persons under 18 grants may be provided, but there is no compensation for persons over the age of 18 attending such courses.

Source:

Ministry of Labour, 29 April 1974.

ITALY

Training courses for vocational training instructors in Italy

The Ministry of Labour and Social Welfare, Directorate for vocational guidance and training of Workers, IV Division (Direzione Generale per l'Orientamento e l'Addestramento Professionale dei Lavoratori - OAPL) issued in June 1974 a circular setting out the rules governing the setting up of training courses for training instructors.

The Ministry of Labour considers that the adequate training of instructors to a national standard is of extreme importance for effective vocational training. In

1973 it established the Institute for the Development of Vocational Training for Workers (ISFOL) with a particular responsibility for making proposals concerning the organization and running of training and updating courses for training staff. These rules are intended to coordinate the Institute's and various Regions' activities in this field.

1. Training of instructors

The training courses, normally of long duration, aim to provide future instructors with an adequate technical training and a good knowledge of teaching methods.

Trainees wishing to teach theoretical subjects must be graduates or have a *titolo di scuola media superiore* (equivalent to A levels). Those wishing to become practical instructors must have a *titolo di scuola media superiore* or at least a schoolleaving certificate (*licenza di scuola media*) and they must have had work experience. At least two years experience in the profession concerned is necessary for people with *titolo di scuola media superiore* and for people with the school-leaving certificate the experience required is of at least five years. Periods of training in skillcentres or in Vocational Training Colleges run by the State count as work experience, provided that the courses taken are relevant to the qualification the future instructor wishes to achieve.

Admission requirements and duration of courses will vary according to the type of training and the subjects being covered.

The technical training will be integrated with periods of practical training in firms or pilot-centres. All courses will be held by experienced and well qualified teachers.

For each course, the minimum number of trainees will be 15, unless the Ministry of Labour decides otherwise.

2. Updating courses for instructors

The courses are aimed at those who have been or are now providing instruction on vocational training courses. For each course the teachers will be selected from those with a deep knowledge and extensive experience of their subjects.

Each course will vary in length, depending on the nature of the training and the training periods can be integrated with visits to firms and pilot centres. The minimum number of instructors taking a course will be 12 unless the Ministry of Labour decides otherwise, at the request of the sponsoring body.

3. Training of administrative staff

Technical and vocational training courses for administrative staff may be set up when necessary. These will follow the same procedures as the courses under (2)

¹ (Laws 143 of May, 1966; 219 of 31 May 1968; 141 of 1 April 1969; 113 of 24 March 1970 and the law of 28 April 1971).

4. Recurrent updating courses for teachers

In the view of the Ministry of Labour, updating courses for teachers must not be limited to the summer period. Training activities should be recurrent throughout the year to provide teachers with pilot, experimental training and updating schemes as part of their life-long education. To promote this, the Ministry is considering the financing of particular experimental programmes, proposed by the Regions, for the needs of the national training boards (Enti di formazione) concerned with inter-regional training activities. Programmes so financed will be given technical assistance by the Institute.

Administrative Procedure

To ensure that courses meet the necessary standards and that the required number of qualified instructors is available to meet the needs and demands of vocational training, a Region, after due consultation, will coordinate the gathering and processing of the following data.

This had to be sent to the Ministry of Labour Directorate for Vocational Guidance and Training by not later than 30 September 1974.]

- estimate of new staff likely to be employed in training activities during next year, either separate from or together with existing staff;
- distribution of needs for new instructors in particular areas, such as : mechanical engineering instructors (istruttore meccanico), and teachers of technical subjects;

— indication of those organizations and centres which are considered especially suitable for the running of vocational training courses and of the equipment required.

On the basis of the information received, the Ministry of Labour, with technical assistance from the Institute and the cooperation of the Regions, will make the scheme operative and finance the organizations which will implement it.

The Ministry will also ensure that the regional and provincial labour offices (Uffici del Lavoro) and Inspectorates (Ispettorati), responsible for each area, are aware of the curricula to be adopted on the courses.

Where training and updating courses are run by the national training boards they must inform the local Labour office and Inspectorate of the dates when courses will start and, where available, the dates when trainees will move to firms or to other centres for periods of practical training.

To promote the EEC policy which aims at bringing training standards in the member countries closer together, the Ministry has asked the Institute to design together with the Regions the curricula for the training courses which will constitute the basis for the final examinations.

Examinations

For each course the duration of the examination will not be more than 4 days.

Examining boards will consist of representatives from the Ministry of Labour, the Region and from the organization running the course. The instructors involved, a technician expert of the main subject taught and a technical officer from the Institute will also form part of the board.

Examining boards will be set up by the Regional Office for Labour (Ufficio provinciale del lavoro) after consulting the regional services concerned and the local Inspectorate of Labour, and will then appoint as Chairman a senior officer professionally qualified to act as examiner.

Updating courses will end with a final interview, lasting not longer than two days for each course, which will be conducted by a representative of the Ministry of Labour (appointed by the provincial Labour Office and Inspectorate of Labour) and a representative of the Region and not more than two members of the staff who taught the main subjects of the course.

[The circular sets out in detail the finances involved in the scheme, including the salaries of administration and training staff, examiners fees and allowances for trainees as well as the allocation of funds to the Regions or the national training boards. However, as these aspects are of limited interest they have not been included.]

Source:

Circular No 8 - 3 June 1974 - Italian Ministry of Labour and Social Welfare (Ministero del Lavoro e della Previdenza Sociale) ■

Bibliography

EDUCATION

95. FOR A COMMUNITY POLICY ON EDUCATION, by Henri Janne for the Commission of the European Communities. Luxembourg: Office for Official Publications of the European Communities, 1973. 61 pp. £0.23 (Bulletin of the European Communities, Supplement 10/73). (English text; also available in German, French, Dutch, Danish and Italian).

The Janne Report, as it is popularly known, is a formulation of the first principles of an education policy at Community level. The Commission welcomed the report's suggestions, which cover the knowledge of languages, exchanges and equivalence of degrees and diplomas, cooperation and university consortia, life-long education, mass media and new education technologies, and will take them up within the framework of Community procedures.

96. DIE BERUFSAUSBILDUNG UND DIE EUROPÄISCHE GEMEINSCHAFT. Vocational education and the European Community. *In* Europäische Dokumentation für die Hand des Lehrers 74/3. Brussels: Commission of the European Communities 4 pp. (German text).

On 11 and 12 December 1973 the Council of Ministers of the EEC decided upon a common policy for vocational education and the establishment of a European Centre for Vocational Training. The article deals with the implications of these decisions. Special emphasis is put on such topics as equal opportunities for men and women in vocational training, employment and promotion.

97. AUF DEM WEGE ZU EINER EUROPÄISCHEN BILDUNGSGEMEINSCHAFT. Towards a European Education Community. *In* European Studies, Teachers' Series 73/2 (Europäische Dokumentation für die Hand des Lehrers). Brussels: Europäische Gemeinschaften Press und Information. 6 pp. (German text).

An account of the efforts made by the EEC to establish a common educational system. Although the Treaties of Paris and Rome contain few helpful provisions, advances have nevertheless been made. They include the agreement, signed in April 1972 to establish a European University Institute for post-graduate studies and research in Florence.

Progress has also been made with the formation of a European Centre for the Development of Education.

The Commission has produced guidelines for the mutual recognition of professional qualifications for architects, engineers, doctors, dentists, veterinary surgeons, chemists and economists.

Some 8 000 pupils at present attend the six European schools already in operation.

98. TRENDS IN EDUCATION - 1973 EUROPE ISSUE, by the Department of Education and Science. London: HMSO. 1973 81 pp. £0.23. (English text).

This special issue contains a collection of essays on European educational themes: European studies; modern languages; secondary schools and technical education; teacher training; early childhood education; school examinations; vocational education and training; Anglo-French vacation schools and lifelong education.

99. DAS BILDUNGSWESEN IN DÄNEMARK. Education in Denmark, by Kamma Struwe and Werner Rasmussen. *In* Europäische Dokumentation für die Hand des Lehrers 74/2. 5 pp. Brüssel: Commission der Europäischen Gemeinschaften. (German text).

A brief, informative survey of the Danish educational system, covering all aspects of pre-primary, primary, secondary and tertiary education.

100. LIGHEDSPROBLEMET I DEN DANSKE UDDANNELSESSTRUKTUR. The problem of equality in Danish education, by Erik Jørgen

Hansen. Socialforskningsinstituttet. Småtryk Nr. 2. Copenhagen: Teknisk Forlag, 1973. 36 pp. (Danish text).

This report is a result of research undertaken by the Danish National Institute of Social Research. It was presented at a Nordic Conference on Educational Research and Policies and provides historic and current information on equal opportunities in education for all social classes.

101. EDUCATION AND SCIENCE IN 1973. A report of the Department of Education and Science. London: HMSO, 1974. 59pp. £0.50. (English text).

Included in this annual report are statistics and details of the year's development in schools, higher and further education, universities, libraries and civil science. There are also sections on the financing of these sectors and descriptions of the Department's organization and establishment, educational building, the reorganization of local government and related topics.

102. EDUCATION NOTEBOOK. 2nd ed. Institute of Building, 1973. 31 pp. £1.00 (members); £1.50 (non-members). (English text).

Describes the educational system of England and Wales, Scotland, Northern Ireland and the Republic of Ireland; further and higher education in building, including details of courses and organization and membership of Institute and its education training role.

103. EDUCATION IN SCOTLAND IN 1973. A report of the Secretary of State for Scotland. Edinburgh: HMSO, 1974. 80 pp. £0.57. (Cmd. 5596). (English text).

Activities reported for 1973 include the programme of expansion of nursery education, educational building, the effects of the Local Government (Scotland) Act 1973 which provides for the reorganization of Scottish local government, school education, the establishment of the Scottish Technical Education Council (SCOTEC) and the Scottish Business Education Council (SCOTBEC), and recommendations on the organization of the school year made by a Working Party set up in 1971.

104. L'ENSEIGNEMENT AU GRAND-DUCHÉ DE LUXEMBOURG. Education in the Grand Duchy of Luxembourg, by Ernest Ludovicy. Luxembourg: Ministère d'État, Service Information et Presse, 1971. 68 pp. (French text).

This useful document describes briefly education in Luxembourg from all angles: historical, social, political, economic, cul-

tural, and at all levels from pre-school to adult education, including special education for the handicapped.

105. HOE HET NEDERLANDSE ONDERWIJS IN ELKAAR ZIT. The education system in The Netherlands, by the Ministerie van Onderwijs en Wetenschappen. The Hague: Staatsdrukkerij, 1974. 22 pp. (Dutch text).

This is a small booklet that summarizes briefly nursery, primary, secondary and tertiary education in The Netherlands.

106. ORGANISATIE EN STRUCTUUR VAN HET ONDERWIJS IN NEDERLAND. The organization of Dutch education. The Hague: Ministerie van Onderwijs en Wetenschappen, Afdeling Documentatie 1974. 23 pp. (Docinform 298) (Dutch text).

This booklet describes education and training in The Netherlands, covering general education, vocational training and adult education.

107. HET ONDERWIJS AAN DE 16-19 JARIGEN IN HET NEDERLANDSE ONDERWIJS SYSTEEM. The education of persons aged 16-19 in the Netherlands. The Hague: Ministerie van Onderwijs en Wetenschappen; Afdeling Documentatie, 1973/1974 13 pp. (Docinform 299) (Dutch text).

This is a survey of education facilities for the 16-19 years age group. Brief descriptions are given of opportunities in higher secondary education, vocational training, apprenticeships and evening courses. Financial aspects are also considered.

108. THE SOVIET UNION, by J. J. Tomiak. Newton Abbot: David and Charles, 1972. 144 pp. £2.95 (World Education Series). (English text).

An account of the growth, development and present state of education in the USSR. Chapter One examines the historical background of the Soviet educational system from 1918 to the present day, the socio-political set-up and demographic changes. Other chapters describe its administration, finance and planning, the school system, higher and adult education, teacher education and status.

109. RECURRENT EDUCATION : A STRATEGY FOR LIFELONG LEARNING, by the Centre for

Educational Research and Innovation. Paris: OECD, 1973. 91 pp. £0.88. (English text).

The concept of recurrent education believes that education opportunities should be spread out over the individual's lifetime, as an alternative to the ever-lengthening period of continuing education for youth. The concept, main features and objectives are discussed as well as its educational and social implications.

110. ADULT EDUCATION: A PLAN FOR DEVELOPMENT; report by a Committee of Inquiry under the Chairmanship of Sir Lionel Russell. London HMSO, 1973. 311 pp. £1.90. (English text).

The Russell report represents four years' work in assessing the need for, and reviewing the provision of, non-vocational adult education in England and Wales. Recommendations for the future of adult education cover its structure, local education authority provision, direct grants, media, staff and other aspects.

111. ASPECTS OF EDUCATION AND TRAINING IN THE EEC. LEARNING OPPORTUNITIES AND THE NEED FOR MOTIVATION, by C.W. Ritter. In *BACIE Journal*. December 1972. Vol 20, No 4, pp. 153-156. (English text).

In this paper the author has taken lifelong education and management training as two topics containing important trends which are indicative of the way education and training may develop in the near future. Tendencies are towards continued adult education for all and new educational approaches.

112. CASE STUDIES OF EDUCATIONAL INNOVATION I: AT THE CENTRAL LEVEL, by the Centre for Educational Research and Innovation (CERI). Paris: OECD, 1974. 611 pp. £3.70. (English text). Also available in French: *Études de cas d'innovation dans l'enseignement I : Au niveau central*.

Following a conference on 'The Management of Innovation in Education' held in Cambridge in 1969, CERI organized a series of case studies of innovations in exemplary settings at central, regional and local level.

In this volume special attention has been paid to such factors as the setting of priorities and strategies, to internal organizational patterns and resource allocation and to the establishment and maintenance of relationships with other parts of the educational system.

113. CASE STUDIES OF EDUCATIONAL INNOVATION II: AT THE REGIONAL LEVEL, by the Centre for Educational Research and

Innovation (CERI). Paris: OECD, 1973. 460 pp. £3.00. (English text). Also available in French: *Études de cas d'innovation dans l'enseignement II: Au niveau régional*.

The five regions studied here for their continuous involvement in trying to improve their own practice are: Leicestershire and Devon in the UK; Wetzlar in Hessen, Federal Republic of Germany; York County in Canada and Malmö in Sweden.

114. CASE STUDIES OF EDUCATIONAL INNOVATION III: ST THE SCHOOL LEVEL, by the Centre for Educational Research and Innovation (CERI). Paris: OECD, 1973. 326 pp. £2.00. (English text). Also available in French: *Études de cas d'innovation dans l'enseignement III: Au niveau de l'école*.

Five schools at secondary level are described here because of their innovative activity in areas such as their establishment and design, curriculum and teaching arrangements and staff-pupil relationships.

115. CASE STUDIES OF EDUCATIONAL INNOVATION IV: STRATEGIES FOR INNOVATION IN EDUCATION, by the Centre for Educational Research and Innovation (CERI). Paris: OECD, 1974. 296 pp. £2.84 (English text). Also available in French: *Études de cas d'innovation dans l'enseignement IV: Stratégies d'innovation dans l'enseignement*.

This volume is an attempt to synthesize and analyse the major findings of the studies documented in volumes I, II and III. Four areas were selected for examination and elucidation: the concept of change, the process of innovation, the role played by administration and institutions and the different roles played by individuals.

116. EDUCATION BY OBJECTIVES, by A.D. Baume and B. Jones. London: Nelpress, 1974. 67 pp. 0.95. (Curricular study 1). (English text)

The first of a series concerned with the design, development, operation and evaluation of courses. It aims to show how to use aims and objectives in course design, development and operation.

117. ONDERWIJSDOELSTELLINGEN. objectives in Education, by Erik de Corte. Leuven: Universitaire Pers Leuven, 1973. 200 pp. (Studia Paedagogica) (Flemish text).

The author reports on the development of a method to formulate the current educational objectives in Belgium and analyses in depth their problematic nature. He concludes with suggestions for a taxonomy of educational objectives.

118. EDUCATION IN ECONOMICS FOR WORKERS AND THEIR REPRESENTATIVES. (UK) Paris: OECD, 1974. 40 pp.

The final report from a regional seminar on this subject held in Dusseldorf on 9-12 November 1971 and attended by about 50 trade union leaders and experts from Austria, Belgium, Denmark, Italy, The Netherlands, United Kingdom and Sweden. The seminar sought: to identify which were the most important economic issues for trade union leaders and what training needs were involved; to analyse ways of improving the economic knowledge of workers and their representatives and to examine the respective roles of trade unions, employers, the State and private agencies in providing economic education.

119. ONDERWIJS AAN KINDEREN VAN BUITENLANDSE WERKNEMERS. (NL) Education of children of foreign employees. *In* Nieuwsbrief buitenlandse werknemers No 6. The Hague: Ministerie van Cultuur, Recreatie en Maatschappelijk Werk, 1973. 45 pp.

This is a special edition, solely dealing with the education of children of immigrants in The Netherlands. Besides pure educational aspects, the articles also cover transportation to and from school, cultural differences and the possibility of legal and social aid for immigrants and their children.

120. JOB MOTIVATION AND JOB DESIGN (UK) by Robert Cooper. London: Institute of Personnel Management (IPM), 1974. 140 pp. £1.85; £0.80 (IPM members).

A consideration of models of motivation, job characteristics that motivate, forms of job design, job design as planned change and some ramifications of 'post-industrialism'.

121. QUANTITATIVE TECHNIQUES FOR MANAGERS, BOOKS 1-7, (UK) based on pamphlets and papers by P.E. Montagnon and W.M. Rodgers originally published by The Administrative Staff College, Henley-on-Thames. Bristol: ESL Bristol, 1974. 205 pp. £5.25 (set of 7); £0.80 (each book).

This series is written as an introduction to the use of quantitative methods in modern business and assumes the reader

has little knowledge of mathematics. Using a programme learning technique books 1 to 7 cover statistical terms, probability, simple sampling and estimation, regression and correlation, inventory control theory, queueing theory and Monte Carlo technique (a form of simulation which uses the effects of chance to work the model in a similar way to the impact it would have under real working conditions).

122. PROBLEM-SOLVING THROUGH CREATIVE ANALYSIS, (UK) by Tudor Rickards. Epping: Gower Press, 1974. 198 pp. £4.75.

The objective of this book is to help managers tackle open-ended problems (those which have no logically correct answer). Part one discusses and assesses individual problem-solving procedures and group techniques. Part two presents 23 case studies of creative problem-solving in a variety of environments, such as marketing, market research, research and development and training.

123. HUMAN ASSET ACCOUNTING, (UK) by W. J. Giles and D.F. Robinson. London: Institute of Personnel Management (IPM) and Institute of Cost and Management Accountants (ICMA), 1972. 30 pp. £1.25; £0.75 (IPM members).

The IPM/ICMA working party investigates the idea that the human resources of an organization should be considered as part of the organization's capital, as are its plant and equipment. This theory of human asset accounting, based on the concept of multiplying salaries and wages by factors allocated to different job grades, is described as being applicable for resource planning justification for personnel expenditure and industrial relations in all types of organization.

124. HUMAN RESOURCES MANAGEMENT (UK) by H. T. Graham. London: Macdonald and Evans Ltd. 1974. 261 pp. £1.25 (M & E Handbook).

Part one, on industrial psychology, briefly examines motivation, learning, individual differences, interviewing, physical work conditions, social psychology at work, leadership and participation, communications and change. Part two discusses manpower planning, job analysis and job specifications, recruitment and selection, termination of employment, labour turnover, appraisal, training principles, methods and administration, job evaluation, remuneration, safety and conditions of employment, industrial relations, personnel records and statistics.

125. PERSONNEL AND TRAINING MANAGEMENT YEARBOOK AND DIRECTORY 1975, (UK) edition by G. Terry Page. 3rd ed. Lon-

don: Kogan Page, 1974. 554 pp. £5.50.

The yearbook part of this reference work contains brief discussions of topical issues such as the Equal Pay Act, local government reorganization, training for offshore oil and gas and employment and training law as well as other relevant topics like payment systems, pensions, industrial relations training and educational technology. The directory provides details of available courses, information sources, official and government bodies, employer and employee organizations and conference centres, services and training aids.

126. EVALUATION OF MANAGEMENT TRAINING. (UK) by P. Warr, M. Bird and N. Rackham. Epping: Gower Press, 1970. 111 pp. £2.50.

A study based on research carried out at the University of Sheffield providing specific case studies of industrial training in action. It is intended as a work of reference for those studying the effects of training on management. An analysis is made of the components of the training activity: the content of the training exercise, the training input, the reaction of the trainee and the short- and long-term outcome of training. Consideration is given to the manager responsible for industrial training and an essential starting point for achieving full control of training operations is established.

TRAINING

127. TECHNICAL AND VOCATIONAL EDUCATION; prepared for the International Bureau of Education by Hugh A. Warren by Educational documentation and information. No. 186. 1st quarter 1973. 92 pp. £0.55. (English text).

The 450 items included in this select bibliography were chosen to exemplify the important aspects of technical and vocational education evaluated from a world point of view. These include the integration of technical education, the assimilation and equivalence of technical qualifications to the longstanding and traditional certificates and diplomas of general education, the recruitment and training of technical and vocational teachers and lifelong education.

128. BUNDESGESETZ ÜBER INDIVIDUELLE FÖRDERUNG DER AUSBILDUNG (BUNDESAUSBILDUNGSFÖRDERUNGSGESETZ-BAföG-vom 26 August 1971). Federal Act for Individual Promotion of Training (Federal Vocational Promotion Act of 26 August

1971). Bonn: (Der Bundesminister für Bildung und Wissenschaft 1973. 40 pp.) (German text).

This Act facilitates the further vocational training or retraining of individuals by giving them the statutory right to undertake appropriate training courses with the assistance of state grants. Such grants are awarded to individuals wishing to attend courses of public vocational training colleges of various levels or to undertake approved practical training.

Under certain conditions correspondence courses also qualify for grants. These grants comprise payments for maintenance and tuition, but are subject to a parental and personal means test and in some cases are available as repayable loans.

129. RECHTSGRUNDLAGEN DER BERUFS-AUSBILDUNG : DIE WICHTIGSTEN BESTIMMUNGEN DES JUGENDARBEITSSCHUTZGESETZES. Legal Provisions for Vocational Training: The most important regulations for the protection of young workers. *In* Informationen, no 52, 27 December 1973, pp 1871, 1873-1875. (German text).

The first of this document lists all the legal provisions in Federal Germany regulating vocational training as of 1 December 1973. The second part summarizes the most important legal regulations for the protection of juvenile workers: the maximum number of hours they may be expected to work; the scale for overtime pay; the length of paid leave; the ban on Sunday work in principle, apart from the catering and hotel trade and mining industries the conditions under which juveniles must be released for further study and the prohibition of corporal punishment.

130. BETAENKNING OM ERHVERVSFAGLIGE GRUNDUDDANNELSER. Vocational Training Laws in Denmark. Copenhagen: Statens Trykningscenter, 1971. 101 pp. Betaenkning no 612). (Danish text)

This government publication describes all the laws relevant to the new reform of vocational training. Emphasis is given to statistical information, financial aspects and the need for training places and qualified instructors.

131. EMPLOYMENT AND TRAINING ACT 1973 London HMSO, 1973. 60 pp. £0.42. (Chapter 50).

This Act legislates for the establishment of the Manpower Services Commission, the Employment Service Agency and the Training Services Agency.

132. REPORT ON THE DEVELOPMENT OF THE SOCIAL SITUATION IN THE COMMUNITY IN 1973 (Addendum to the 'Seventh General Report on the Activities of the European Communities'), by the Commission of the European Communities. Luxembourg: Office for Official Publications of the European Communities, 1974. 244 pp. 120FB. (English text. Also available in French, German, Italian, Dutch and Danish).

For the Commission the social year has been dominated by two things: the preparation of a Social Action Programme, the substance of which was approved by the Council of Social Ministers on 11 December 1973, and the implementation of the new European Social Fund. Details are given of developments in 1973 at Community and individual country level such as the following: employment (including migrant workers); vocational training; industrial relations; housing and family affairs; social services; medicine, hygiene and the protection of health and the environment. In the vocational training field attention is drawn to: the instigation of legislation for the development of technical and vocational training as part of life-long education; the granting of study leave or paid time allowance and the training and retraining in up-to-date management techniques.

133. VOCATIONAL TRAINING IN THE EUROPEAN ECONOMIC COMMUNITY: report of a joint BACIE Institute of Personnel Management/Institution of Training Officers, delegation to the Commission of the European Economic Community and to France, the Federal Republic of Germany, Italy, the Netherlands, and Belgium, 6-14 June, 1972: compiled by P.J.C. Perry. London BACIE, 1972. 123 pp. £3.00. members; £6.00. non-members. (English text).

Topics investigated on this fact-finding visit were: a common vocational training policy in the EEC; vocational training of adults as an instrument of an active employment policy, vocational guidance, harmonization of qualifications, management training in the light of industrial policy, exchange of young workers, followed by the European Social Fund and the retraining of manpower. The text is supplemented by 24 appendices which contain English translations of the Community's key documents and summaries of training legislation and practice in member countries, as well as a concise guide on how EEC policy is made.

134. MANPOWER POLICY IN GERMANY, Paris: OECD, 1974, 163 pp. £2.50. (English text).

An analysis of manpower policy in the Federal Republic of Germany including the Employment Service, vocational training policy and labour market policy. The section on training discusses the integration of general education and vocational training, school vocational training industrial training, extension training and combined educational, employment and occupational guidance.

135. GESELLSCHAFTLICHE DATEN 1973 IN DER BUNDESREPUBLIK DEUTSCHLAND. Social Data for the Federal Republic of Germany in 1973, compiled by (Bundesministerium für Arbeit und Sozialordnung) the (Federal Ministry of Labour and Social Affairs). Bonn: Presse - und Informationsamt der Bundesregierung, 1973. 287 pp. (German text).

An indispensable handbook on West German affairs containing facts and figures supplied by ten government departments. Data, mostly in tabular form, is given about population, health, education and training, research and development, employment, income and expenditure and physical and social environment.

136. SOZIALBERICHT 1973. Social report 1973. Bonn: Der Bundesminister für Arbeit und Sozialordnung, 1973. 389 pp. (German text).

This report by the Federal Ministry of Labour and Social Affairs reifies the socio-political statements made in Parliament at the beginning of 1973. It deals with the improvement of working conditions, employment of foreign workers, social welfare, rehabilitation, environmental policy and social budgeting and planning.

137. ARBEITSBERICHT DES IAB (Institut für Arbeitsmarkt-und Berufsforschung der Bundesanstalt für Arbeit.) Report of the Institute for Occupational and Labour Market Research. *In* Materialien aus der Arbeitsmarkt -und Berufsforschung 13, 10.4.1973 78 pp. (German text).

The IAB report is published at least once a year. This one discusses short-term planning, occupational sociology and research into the economics of the labour market. Statistics and a selective reading list are also given.

138. MANPOWER POLICY IN DENMARK. Paris: OECD, 1974. 59 pp. £0.90. (English text).

After placing Danish manpower policy in the general economic context, the report describes the institutions and machi-

nery for its application. These include the operation of manpower administration the public employment service, training systems, unemployment insurance, incentives to geographical mobility, seasonal stabilization policies and the resources devoted to governmental manpower policies.

139. LISTE DES DIPLOMES INSTITUÉS SUR LE PLAN NATIONAL EN SANCTIONNANT UNE FORMATION PROFESSIONNELLE Diplomas established on a nationwide scale and ratifying vocational training. Vanves: Ministère de l'Éducation Nationale, Service d'Informations Economiques et Statistiques 1973. 60 pp. (Document no. 4361) (French text).

This list gives details of recognized vocational qualifications and the subjects available. The examinations include: Certificat d'Aptitude Professionnelle (C.A.P.), Brevet Professionnel (B.P.), Brevet d'Études Professionnelles (B.E.P.), Brevet d'enseignement Industriel (B.E.I.) Brevets de Technicien (Decret du 6.1.59. and 19.2.52.) (B.T.), Baccalauréat de Technicien (B.Tn.) and Brevet de Technicien Supérieur (B.T.S.).

140. INDUSTRIAL TRAINING BOARDS PROGRESS REPORT No. 6 London BACIE, 1973 15 pp. £1.70 (non members); £0.85 members). (English text).

This new edition gives information about the structure and programmes of 27 British training boards as at September 1973. Details are also given of Department of Employment grants, and the Employment and Training Act 1973. The report is in the form of a booklet with details of four training boards per double-page spread. A wall display is possible with two copies.

141. AnCO : THE INDUSTRIAL TRAINING AUTHORITY. ANNUAL REPORT 1973. Dublin : AnCO, 1973. 32 pp. (English text).

Under the Republic's Industrial Training Act 1967, AnCO has a general responsibility for training at all levels in industry and commerce, excluding agriculture, horticulture and fishing. Ireland's decision to join the EEC gave a new urgency to AnCO's efforts during the year. This report outlines the Authority's attempts to improve the training performance of firms by persuading managements of the value of training, by providing an effective Training Advisory Service to firms and by the operation of the levy grant and Technical Assistance Grants Schemes.

AnCO's achievements in company based training, apprenticeship, direct training in AnCO training centres, and management and supervisory training are described.

142. TRAINING FOR INDIVIDUALS-EXPANSION PROGRAMME 1974/1978. Dublin: AnCO - the Industrial Training Authority, 1974. 32 pp. Free. (English text).

The Republic of Ireland is planning a major expansion of training facilities over the next five years. In particular, plans have been made to introduce changes in the statutory apprenticeship schemes, investigate the re-entry of women to the labour force, increase the availability of training places for young unemployed, train handicapped workers and train people to be adaptable to changes in occupational requirements. Information and statistics are also given for Ireland's population and labour force and its economic and social development.

There are brief descriptions of the EEC policy on vocational training and of training systems in Sweden, France, Germany and the United Kingdom.

143. LA FORMAZIONE PROFESSIONALE IN ITALIA. Vol 1. LA FORMAZIONE DI BASE. Vocational training in Italy. Basic vocational training. Researched by the Centro Studi Investimenti Sociali (CENSIS) at Rome. Il Mulino, Bologna. 1972 286 pp. (Italian text).

This volume examines the nature function and administrative conditions of vocational training for young people in Italy, particularly those institutions directly responsible to the Ministry of Labour and Social Security and the Ministry of Public Education. Full time training courses, apprenticeship, state business courses and private business schools are among the subjects discussed.

144. LA FORMAZIONE PROFESSIONALE IN ITALIA. Vol 2. LA FORMAZIONE SUL LAVORO E LA RICONVERSIONE PROFESSIONALE. Vocational training in Italy. Refresher training/training for advancement and retraining. Researched by the Centro Studi Investimenti Sociali (CENSIS) at Rome. Il Mulino Bologna; 1972. 205 pp. (Italian text).

The first half of this volume examines problems of vocational training in agriculture, industry and services as regards qualifications, retraining, promotion and advancement. The second half examines problems posed by schools and by the system of basic vocational education, and

adult education. It concludes with a comparative examination of similar systems in France, Great Britain, the Federal Republic of Germany and the USA.

145. ISFOL. ISTITUTO PER LO SVILUPPO DELLA FORMAZIONE PROFESSIONALE DEI LAVORATORI, Institute for the Development of Vocational Training for Workers. Rome: ISFOL, 1974. 51 pp. (Italian text).

The Institute was formally established by the Italian decree No 478 of 30 June 1973. Its purpose and aims are discussed by the Minister of Employment and ISFOL's President, Danilo Bruni, Copies of decree No 478 on the Constitution of the Institute and other relevant decrees are reproduced.

146. RAPPORT ANNUEL DE L'OFFICE NATIONAL DU TRAVAIL 1972. Annual report of the National Labour Office 1972, presented by the Commission administrative paritaire de l'Office National du Travail, Grand-Duché de Luxembourg, Luxembourg: Office National du Travail, 1973. 64 pp. (French text).

This report describes the administration of the National Labour Office and the work it achieved in 1972 in the areas of vocational guidance, manpower, unemployment and legislation. Statistics are given for each section including figures for the number of persons attending vocational guidance centres and beginning apprenticeships.

The work of the Office for placement and vocational retraining of handicapped workers (Office de placement et de rééducation professionnelle des travailleurs handicapés) is also documented.

147. LEVY/GRANT NORWEGIAN, STYLE, by Aksel Byc. In BACIE Journal, June 1973. Vol 27 No 2, pp. 40-45. (English text).

The trade unions and employers' organizations together manage a fund, formed from a levy on employees and employers of most industries, which helps meet the training needs of Norway's working community This is a description of the joint venture and its effects on some industries.

148. ADMINISTRATIVE TRAINING AND DEVELOPMENT: A COMPARATIVE STUDY OF EAST AFRICA, ZAMBIA, PAKISTAN AND INDIA, edited by Bernard Schaffer London: Praeger Publishers, 1974. 445 pp. £9.75. (English text).

The editor introduces this volume by examining the ideas and institutions of training, including their politics, performance and evaluation. Other contributions discuss the foreign support element in developing administrative training, the East African Staff College, administrative training in Kenya and Zambia.

There are also descriptions of NIPA Lahore - a training institute for middle-level civil servants in Pakistan, and the National Academy of Administration in India.

149. **DIRECTORY OF JOB TRAINING AND SOCIAL DEVELOPMENT PROGRAMMES FOR YOUTH IN THE DEVELOPING COUNTRIES OF THE COMMONWEALTH.** London: Commonwealth Secretariat, 1974. 588 pp. £1.00. (English text).

This loose-leaf directory gives brief descriptions of 267 projects in 35 countries intended to improve the employment prospects of young people or encourage a creative use of leisure. Sections cover formal and non-formal training schemes for primary school leavers and for those without schooling, in skills needed in industry, commerce, agriculture and rural crafts; general education outside school; training for industry and agriculture for secondary school leavers or for those with job experience; youth work and leadership courses; voluntary and community service schemes; national youth service schemes; cultural and recreational activities and programmes for handicapped youth.

150. **TRAINING AND DEVELOPMENT OF TRAINING OFFICERS** Luton: Local Government Training Board, 1974. 30 pp. £1.00 (Training Recommendation 17). (English text).

Designed to help authorities consider the policies objectives and organization of the training function, together with the selection, training and further development of the training officer. Appendices include a sample training policy statement, list of training activities, details of short courses for training officers in local government and examples of diploma and post-graduate courses.

151. **COMMISSIE OPLEIDING LERAREN BEROEPSGERICHT ONDERWIJS (COLBO): RAPPORT VAN DE PROGRAMMACOMMISSIE BOUWKUNDE.** The Commission for Training Teachers in Vocational Education: Training programme for teachers in the construction industry, by the Ministerie van Onderwijs en Wetenschappen. The Hague: Staatsuitgeverij, 1974. 101 pp. (Dutch text).

This is one of a series of leaflets published by the Dutch Ministry of Education and Science, dealing with the training of teachers in various subjects. Besides including a comprehensive syllabus, the booklets also give admission requirements. Others in the series are:

Rapport van de programmacommissie consumptieve vakken (food and drink industry), 1974. 29 pp.

Rapport van de programmacommissie elektrotechniek (electrical engineering), 1973. 40 pp.

Rapport van de programmacommissie grafische techniek (printing trade), 1974. 23 pp.

Rapport van de programmacommissie huishoudkunde (domestic science), 1974. 56 pp.

Rapport van de programmacommissie schilderen (interior decoration), 1974. 21 pp.

Rapport van de programmacommissie werktuigbouwkunde (mechanical engineering), 1963, 63 pp.

152. **DIE LEHRERAUSBILDUNG IN DEN NIEDERLANDEN.** Teacher Training in The Netherlands. The Hague: Ministerie van Onderwijs en Wetenschappen, afd. documentatie, 1971. 14 pp. (Docinform 284). (German text).

Since August 1970 primary school teachers have had to train for three years, of which the first two years are largely theoretical while the third year is mainly spent on gaining practical teaching experience. A brief description is given of the admission requirements, curriculum and final examination, together with statistics for schools, student teachers at the three stages of training, and the numbers qualifying. After successfully passing the final examination, the new teacher is regarded as qualified to teach all subjects taught in primary schools, but may also take certain classes at secondary-school level.

153. **TRAINING TEACHERS AND HEAD TEACHERS FOR PRE-PRIMARY SCHOOLS IN THE NETHERLANDS.** The Hague: Ministerie van Onderwijs en Wetenschappen, afd. documentatie, 1971. 12 pp. (Docinform 281 B). (English text. Also available in German: Die Ausbildung von Vorschullehrerinnen und Vorschulleiterinnen in den Niederlanden Docinform 281D).

This is an outline of the regulations governing the training of pre-primary school teachers which came into force on 1 August 1968. Training lasts four years

and is divided between the 'A' Department which provides a three-year full-time course for ordinary pre-primary teachers, and the 'B' Department which provides a one-year evening course for head teachers. Details of admission requirements, tuition, and the syllabus of the final examination are given for both courses.

154. **L'APPRENTISSAGE** (The apprenticeship) Paris: Office National d'information sur les Enseignements et les Professions, 1973. 36 pp. Fr 5.00 (French text).

A concise account of apprenticeship in France, which deals with conditions of agreement, the centres of apprentice training and the pre-apprenticeship year. A brief description is given of apprenticeship in craft work, construction and mechanical engineering.

155. **LEHRLINGSWESEN AUSBILDUNG.** The Training of Apprentices. The Hague: Ministerie van Onderwijs en Wetenschappen afd. Documentatie 1970. 13 pp. (Docinform 264). (German text).

A description of the development of apprenticeship in the Netherlands before and after the Apprenticeship Act of 1966. Details are given about indentures, the role of central and regional associations, tuition and supervision.

156. **HET VORMINGSWERK VOOR WERKENDE JONGEREN EN DE VAKBEWEGING,** Education for young apprentices and the trade unions. Amsterdam-Slotermeer: Nederlands Verbond Van Vakverenigingen, no date. 17 pp. (Dutch text).

This booklet discusses the role of the trade unions in vocational training. The development of vocational training since the early 1950s is also dealt with as well as recent friction in the relationship between staff and trainees at various training establishments.

157. **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 decisions. 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.

158. APPRENTICES OUT OF THEIR TIME. A FOLLOW-UP STUDY, by Ethel Venables. London: Faber, 1974. 199 pp. £4.95 (English text).

A report of 640 young men looking back on their apprenticeship in engineering. In answer to a questionnaire, they provided information about the transfer from school to work, their day-release studies at technical college, training within their firms and the interaction between college and company.

159. VOCATIONAL ASSESSMENT AND WORK PREPARATION CENTRES FOR THE DISABLED. Geneva: International Labour Office, 1973. 94 pp. £0.80 (English text).

This manual provides basic guidance for government and other organizations in developing countries establishing centres for the disabled with respect to staffing requirements selection and duties, workshop organization and procedures, identification and selection of trainees, case conference procedure and vocational training.

160. HANDICAPPED SCHOOL-LEAVERS: THEIR FURTHER EDUCATION, TRAINING AND EMPLOYMENT, by Linda Tuckey, Jessie Parfit and Bob Tuckey. Windsor: National Foundation for Educational Research Publishing Co Ltd, 1973. 61 pp. £0.83. (A National Children's Bureau Report). (English text).

A report of a study begun in 1968 on the range, availability and suitability of British facilities for the further education, training and employment of handicapped children leaving special schools in relation to their estimated capacity to benefit.

161. VOCATIONAL REHABILITATION IN LATIN AMERICA, by H. Schlesinger. *In* Rehabilitation, April-June 1973, number 85, pp 13-26. (English text).

A sociological description of Latin America, providing background information to its rehabilitation needs. The main causes of disability are covered, as well as other relevant topics such as the education system, employment facilities, economic resources and legislation. Various aspects of the vocational rehabilitation programmes in Argentina, Columbia, Chile and Mexico are described: for example, the way those to be rehabilitated are selected depending on their disabilities, the staff training and selection methods and the placement of disabled people in employment.

162. GUIDELINES FOR THE FUTURE IN THE FIELD OF VOCATIONAL REHABILITATION OF THE DISABLED. Report of a Working Group which met in Adelaide, South Australia, and in Sydney, N.S.W. during the Twelfth World Congress of Rehabilitation International in August 1972. *In* Rehabilitation, April-June 1973, number 85, pp. 5-11 (English text).

These guidelines for the future of rehabilitation are based on three principles: rehabilitation is a continuing process, the community should be involved and the disabled person's optimum potential should be realistically appraised by qualified personnel. The guidelines cover the identification of persons liable to benefit from vocational rehabilitation services; the provision of vocational assessment, guidance, training and placement services, development of employment opportunities in less industrialized and rural areas, legislation; administration and finance as well as research and international cooperation.

163. KONFERENCE OM UNDERVISNING AF HANDICAPPEDE ELVER I DE ERHVERVSFAGLIGE GRUNDUDDANNELSER afholdt af Udvalget vedrorende specialundervisning i de erhvervsfaglige grunduddannelser på Idrævtshøjskolen i Århus d. 27-29 august 1973. National Conference on the rehabilitation of the handicapped in vocational training establishments held by the Committee of Specialist Teachers in Vocational Training. København: Direktoratet for erhvervsuddannelse, 1973. 37 pp. (Danish text).

This conference attracted many delegates, including representatives of the Danish Ministry of Education (Undervisningsministeriet), the Danish Employers' Organization (Dansk Arbejdsgiverforening), the National Institute for the Deaf (Landsforeningen for Bedre Hørelse) and of various vocational training establishments and rehabilitation organizations.

Reports are given of experimental schemes in training the mentally and physically handicapped in fields such as the iron and steel industry, construction, commerce and clerical work. Brief accounts are given of the discussions.

LEARNING AIDS

164. THE SELECTION AND USE OF INSTRUCTIONAL MEDIA, by A. J. Romiszowski. London: Kogan Page, 1974. 350 pp. £5.00. (English text).

After explaining the systematic approach to course design, the author describes, with the aid of algorithms, the

theory and procedures for the selection of instructional media to match the learning task. There follows a detailed examination of various instructional aids, including film, teaching machines, programmed instruction, simulators and games.

165. EDUCATIONAL TECHNOLOGY: PROGRESS AND PROMISE. The report of the National Council for Educational Technology (NCET) for the years 1967-1973. NCET. London: 1973. 71 pp. £0.90. (English text).

This report summarizes NCET's activities from its establishment in April 1967 to its closure on 30 September 1973, when it was replaced by the Council for Educational Technology for the United Kingdom. A brief description of NCET'S constitution is followed by details of its policy and programme.

Appendices include a list of NCET members, projects undertaken and publications.

166. CENTRAL ARRANGEMENTS FOR PROMOTING EDUCATIONAL TECHNOLOGY IN THE UNITED KINGDOM. Report of the Working Party appointed by the Secretary of State for Education and Science under the chairmanship of J.A. Hudson. London: HMSO, 1972. 48 pp. £0.37½. (English text).

In making its recommendations, the Working Party considered the role of educational technology and existing organizations such as the National Committee for Visual Aids in Education, the Educational Foundation for Visual Aids, and the National Council for Educational Technology (NCET). The proposed new organization which will replace NCET is discussed in terms of functional requirements and finance.

167. TRAINING FOR EDUCATIONAL MEDIA DESIGN, by Andrew Wright. London: National Council for Educational Technology, 1973. 58 pp. £0.80. (Working paper 9) (English text).

The survey was undertaken to establish the need for new specialists in the development of educational and training programmes. The present situation in each sector of education is briefly surveyed and an indication given of the training and experience currently required for educational media designers.

168. GUIDE TO PROGRAMMED TECHNIQUES IN INDUSTRIAL TRAINING, by K. Shirley-Smith.

Epping: Gower Press, 1968. 216 pp. £1.50. (English text).

This is a re-issue of 'Programmed Learning in Integrated Industrial Training'. The author gives detailed and practical guidance on the application of programmed learning in a variety of occupations and industries. These include the training of apprentices, operators, clerical and administrative staff, managers, supervisors, salesmen and computer staff.

169. A CATALOGUE OF SOME AUDIO-VISUAL MATERIALS MADE BY INSTITUTIONS OF HIGHER AND FURTHER EDUCATION, by the Higher Education Learning Programmes Information Service (HELPIIS). 3rd ed. London: National Council for Educational Technology. 1973. 100 pp. £1.60. (English text).

The 910 items described are made in 95 higher education institutions in the UK and include video-tape, film, slide, tape and audio-tape; not all items are audio-visual. Their arrangement by Dewey Decimal Classification is indexed by author, title and subject.

170. AUDIO VISUELLE ARBEITSMITTEL FÜR DIE POLITISCHE BILDUNG. Audio-visual aids for current affairs courses, compiled and edited by Edward Bungter. Düsseldorf: Landeszentrale für politische Bildung 1972. 373 pp. (German text).

This is not only a catalogue of audio-visual aids which the Centre for Political Education in North-Rhine Westphalia is prepared to lend out free of charge to teachers in charge of courses in current affairs but it also contains detailed descriptions of what the documentaries are about as well as useful hints on the lessons to be drawn from them. The material covers aspects of modern life as it is lived in many parts of the world.

171. THE USE OF SATELLITES FOR EDUCATIONAL TELEVISION IN DEVELOPING COUNTRIES. REPORT ON THE MUNICH CONFERENCE 1972. Munich: Internationales Zentralinstitut für das Jugend- und Bildungsfernsehen, 1973. 84 pp. (English text).

Three papers on the prospects and problems of satellites used in educational television for developing countries, the UNESCO programme, and case studies of the Indian and Brazilian experiments with satellites. A selected bibliography is given.

172. MEDIENSPECIFISCHE LERNEFFEKTE. EINE EMPIRISCHE STUDIE ZU WIRKUNGEN VON FERNSEHEN UND RUNDfunk. The specific effectiveness of the media as learning aids - An Empirical Study of Television and Radio, by Hertha Sturm, Ruth von Haebler und Reinhard Helmreich for Internationales Zentralinstitut für das Jugend - und Bildungsfernsehen. München: TR-Verlagsunion GmbH, 1972. 96 pp. (German text).

A detailed account of practical experiments undertaken to establish the effectiveness of radio and television as means of conveying knowledge. The authors conclude that radio and television are equally effective as instruments for learning.

173. FERNSEHEN IN DER BERUFLICHEN BILDUNG: EINE DOKUMENTATION. Television in vocational training: a documentation by Manfred Meyer and others. Munich: Internationales Zentralinstitut für das Jugend- und Bildungsfernsehen, 1973. 208 pp. (German text).

The results of the International Information Week on 'Television in Vocational Education and Training', at Munich from 19-23 March 1973, are incorporated in this document. It surveys systems of vocational training in EEC countries, the use of television in special areas of vocational training and includes statements on the supply of television time in vocational training. A bibliography containing 294 items and a list of training and training research institutions are appended.

174. SIMULATORS FOR SKILL by Eric O. Wheatcroft. Maidenhead McGraw-Hill, 1973. 216 pp. £4.75. (English text).

The subject is discussed in four parts: the concept of the simulator and its place in industrial training the skill problems common to different work situations which may be solved by simulators; their use in aerospace, surface transport, armed services, sport and medicine; and the practical problems of their design and use in industry.

175. IMPROVING SKILLS IN WORKING WITH PEOPLE: INTERACTION ANALYSIS, (UK) by Damien A. Dyar and W. John Giles. Training Services Agency. London: HMSO, 1974. 39 pp. £0.31. (Training Information Paper 7).

Interaction analysis is a technique which looks at how people communicate with each other at work so that the dif-

ferent styles of communication in particular situations can be analysed and subsequently improved. This paper concentrates on the role-playing approach which gives the trainee a chance to practise interactive skills, improve his insight and understanding of the interaction process and develop his self-awareness.

176. DIRECTORY OF INFORMATION SOURCES AND ADVISORY SERVICES IN EDUCATIONAL TECHNOLOGY, (UK) edited by Olivia Fairfax. London: Council for Educational Technology, 1974. 206 pp. £2.20.

A directory of 134 British organizations willing to offer information or advice about educational technology in general, teaching and learning methods, curriculum review and development, selection and acquisition of learning material and equipment, the organization of learning resources and deployment of staff. Brief details of each organization's structure, function and services are given.

177. RESOURCES AND RESOURCES CENTRES, (UK) edited by Jack Walton and John Ruck. London: Ward Lock Educational, 1975. 171 pp. £3.25.

A description of the three year research and development project set up in Exeter to investigate the viability of a regional resources centre which would provide teachers with software designed according to their own specifications. Chapters discuss and define the concept of resources and describe the setting up, staffing, financing and equipping of a resources centre. A sociologist analyses teachers' needs for resources; an educational designer describes his part in helping to meet those needs; primary and secondary school teachers give an account of the part the regional resources centre played in their work.

178. AUDIOVISUELLE MITTEL IN DER MODERNEN SCHULE, (D) Audio-visual aids in the modern school by Erhard Bergmann. München: Bayerischer Schulbuch-Verlag. 1970. 91 pp.

As a result of technological advances made during the past few years, the number of audio-visual teaching aids has increased.

The aim of this book is to give teachers a concise picture of audio-visual aids available today, together with their respective teaching applications. Hints are also given as to the combined use of audio-visual aids and to measuring their efficiency.

179. **TEACHING MATERIALS FOR DISADVANTAGED CHILDREN**, (UK) by Ronald Gulliford and Paul Widlake. Evans/Methuen Educational, 1975. 159 pp. £1.25. (Schools Council Curriculum Bulletin 5).

In 1972 the Schools' Council set up a one-year project to examine the use of project materials by teachers of disadvantaged children (the 15 to 20 % of pupils least successful at school). The terms of reference were: to examine the problems experienced by these pupils when using existing materials produced as a result of certain Schools' Council projects; to examine the principles upon which successful uses and adaptations of materials have been based; to publish a survey of good practice and particularly successful adaptations. This survey covers project materials for teaching English, humanities, moral and religious education, science, mathematics, design and craft education.

STATISTICAL DOCUMENTATION

(French texts)

Luxembourg

180. **MINISTÈRE DE L'ÉDUCATION NATIONALE** : Enseignement des adultes. Adult education. In *Courrier de l'Éducation Nationale* No B-4-73. November 1973. 22 pp.
181. Enseignement moyen technique et professionnel. Middle school, technical and vocational education. In *Courrier de l'Éducation Nationale* No B-5-73, December 1973. 18 pp.

France

182. **MINISTÈRE DE L'ÉDUCATION NATIONALE, SERVICE D'INFORMATIONS ÉCONOMIQUES ET STATISTIQUES, SERVICE CENTRAL DES STATISTIQUES ET SONDAGES.**

L'échantillon dit 'Panel d'élèves'. Résultats de l'enquête 1972-1973. Results of the 1972-73 investigation into a sample of 10-14 year old schoolchildren.

In *Études et Documents*, No 28 1974. 52 pp.

183. Récapitulatifs académiques et départementaux des effectifs d'élèves des établissements privés secondaires

par: type d'établissements; cycles d'études; classes et sections 1972-1973. Summaries of the number of secondary students in private schools and counties according to: type of institution; study cycle and class. November 1973 141 pp. (Doc. No 4421).

184. Enseignement technique supérieur. Statistique des élèves des écoles supérieures de commerce (E.S.C.A. E.) 1970-71, 1971-72, 1972-73. Statistics of students at higher commercial schools. January 1974. 19 pp. (Stat. No 4433).

185. Enseignement supérieur. Taux de scolarisation par âge des étudiants en 1970-1971: Comparaison entre 1960-61 et 1970-71. Higher education. School attendance rate, by age, in 1970-71: comparison between 1960-61 and 1970-71. February 1974. 24 pp. (Doc No 4436).

186. Origine scolaire des élèves de l'enseignement du second degré. Flux d'élèves: par classe et section (tous établissements), par cycle (1^{er} cycle-second cycle long-second cycle court) 1971-72 et 1972-73. Academic origins of state school children at the secondary level. Flow of pupils: by class and cycle. March 1974.

187. Enseignement supérieur. Statistiques des élèves des grandes écoles autres que les écoles d'ingénieurs, les écoles de commerce, et les écoles normales supérieures 1970-71, 1971-72 1972-73. Statistics of students at specialized institutes of higher education other than engineering schools commercial schools and higher training colleges. March 1974. 94 pp. (Stat. No 4443).

188. Nombre moyen d'élèves par division dans l'enseignement du second degré par cycle et type d'établissements, 1972-73. Average number of students in higher secondary education, by cycle and type of institution. March 1974. 27 pp. (Doc. No 4444).

189. Enseignement supérieur universitaire: statistique des examens et diplômes délivrés en 1972. University education: statistics for the number of examinations and diplomas awarded in 1972. March 1974. 86 pp. (Doc. No 4446).

190. Enquête au 1^{er} octobre dans les écoles normales d'instituteurs et d'institutrices et les centres régionaux de formation 1973-74. Examination of teacher training colleges for primary teachers and regional training centres. March 1974. 50 pp. (Stat. No 4448).

191. Ecoles normales supérieures: analyse du concours d'entrée; diplômes délivrés en 1973. Higher teacher training colleges: analysis of entrance diplomas awarded in 1973. April 1974. 11 pp. (Stat. No 4449).

192. Enquête sur le personnel enseignant en cours de formation dans les instituts de préparation aux enseignements du second degré (I.P.E.S.) : lettres et sciences 1973-74. Examination of the teaching personnel on training courses in institutes for the preparation of secondary education: arts and sciences. 1973-74. May 1974. 36 pp. (Stat. No 4455).

193. Origine scolaire des élèves de l'enseignement du second degré: flux d'élèves par cycle et classe 1971-72 à 1972-73. Academic origin of secondary school pupils: flow of students by cycle and class. May 1974. 28 pp. (Et. Doc. No 4456).

194. Enseignement technique supérieur. Statistiques des élèves des écoles supérieures de commerce, de sciences économiques et financières 1973-74. Statistics of students in higher commercial schools, and schools of economics and finance. May 1974. 15 pp. (No 4460).

195. Candidats inscrits à l'examen du baccalauréat 1974. Candidates enrolled for the baccalaureat. May 1974. 35 pp. (Doc. No 4462).

196. Tableaux statistiques. Les sorties du second degré aux niveaux VI, V et IV et les diplômes délivrés au niveau III en 1972, selon la nomenclature en 47 groupes de formation. Pupils leaving secondary education at the 4th, 5th, and 6th forms and the diplomas awarded at the 3rd form in 1972, according to a specific nomenclature. May 1974. 22 pp. (DT 50).

197. **MINISTÈRE DE L'ÉDUCATION NATIONALE, OFFICE FRANÇAIS DES TECHNIQUES MODERNES D'ÉDUCATION (OFRA-TENE).**

Enseignement public à distance. Renseignements statistiques, Centre National de Télé-Enseignement, année scolaire 1972-1973. State distance education. Statistics from the National Centre of education by Television. 124 pp.

198. STATISTICS OF EDUCATION 1972. VOL. 2: SCHOOL LEAVERS, CSE and GCE, by the Department of Education and Science. London: HMSO, 1974. 79 pp. £1.70. (English text).

PUBLICATIONS RECEIVED

199. AVOND-ONDERWIJS EN PART-TIME OPLEIDINGEN. Evening classes and part-time education. The Hague: Ministerie van Onderwijs en Wetenschappen, 1974. 83 pp. (Dutch text).

200. HOGER SECUNDAIRE TECHNISCHE SCHOOL. AFDELING LAND-EN TUINBOUW. PROGRAMMAVOORSTEL. Higher se-

condary technical school. The Department of Agriculture and Horticulture. A proposal for a study programme. Sint-Niklaas: Technisch Instituut Sint-Isidorus, 1972. 43 pp. (Dutch text).

201. OUDERS EN SCHOOL. SAMENSPEL BROODNODIG. Parents and schooling - the urgency of combined action. Braille edition. The Hague: Ministerie van Onderwijs en Wetenschappen 1974. (Text in Dutch Braille). ■

Sales offices

Belgique - België

Moniteur belge — Belgisch Staatsblad

Rue de Louvain 40-42
Leuvenseweg 40-42
1000 Bruxelles — 1000 Brussel
Tél. 512 00 26
CCP 000-2005502-27
Postrekening 000-2005502-27

Sous-dépôt — Agentschap :

Librairie européenne
Europese Boekhandel
Rue de la Loi 244 — Wetstraat 244
1040 Bruxelles - 1040 Brussel

Danmark

J. H. Schultz — Boghandel

Møntergade 19
1116 København K
Girokonto 1195
Tel. 14 11 95

Deutschland (BR)

Verlag Bundesanzeiger

5 Köln 1, Breite Straße
Postfach 108 006
Tel. (0221) 21 03 48
(Fernschreiber: Anzeiger Bonn
08 882 595)
Postscheckkonto 834 00 Köln

France

*Service de vente en France des
publications des Communautés
européennes*

Journal officiel

26, rue Desaix
75 732 Paris - Cedex 15
Tél. (1) 578 61 39 - CCP Paris 23-96

Ireland

Stationery Office

Beggar's Bush
Dublin 4
Tel. 68 84 33

Italia

Libreria dello Stato

Piazza G. Verdi 10
00198 Roma — Tel. (6) 85 08
Telex 62008
CCP 1/2640

Agenzie :

00187 Roma - Via XX Settembre
(Palazzo Ministero
del tesoro)
20121 Milano - Galleria
Vittorio Emanuele 3
Tel. 80 64 06

Grand-Duché de Luxembourg

*Office des publications officielles
des Communautés européennes*

5, rue du Commerce
Boîte postale 1003 — Luxembourg
Tél. 49 00 81 — CCP 191-90
Compte courant bancaire :
BIL 8-109/6003/300

Nederland

Staatsdrukkerij- en uitgeverijbedrijf

Christoffel Plantijnstraat, 's-Gravenhage
Tel. (070) 81 45 11
Postgiro 42 53 00

United Kingdom

H.M. Stationery Office

P.O. Box 569
London SE1 9NH
Tel. (01) 928 6977, ext. 365

United States of America

*European Community Information
Service*

2100 M Street, N.W.
Suite 707
Washington, D.C. 20 037
Tel. 296 51 31

Schweiz - Suisse - Svizzera

Librairie Payot

6, rue Grenus
1211 Genève
Tél. 31 89 50
CCP 12-236 Genève

Sverige

Librairie C. E. Fritze

2, Fredsgatan
Stockholm 16
Post Giro 193, Bank Giro 73/4015

España

Libreria Mundi-Prensa

Castelló 37
Madrid 1
Tel. 275 46 55

Autres pays

*Office des publications
officielles des Communautés
européennes*

5, rue du Commerce
Boîte postale 1003 — Luxembourg
Tél. 49 00 81 — CCP 191-90
Compte courant bancaire :
BIL 8-109/6003/300

FB 60,- — Dkr 9,40 — DM 4,10 — £ 0.65 — FF 7,40 — Lit. 1000 — Fl. 4,10

OFFICE FOR OFFICIAL PUBLICATIONS OF THE EUROPEAN COMMUNITIES

Boîte postale 1003 — Luxembourg

6684/3/4