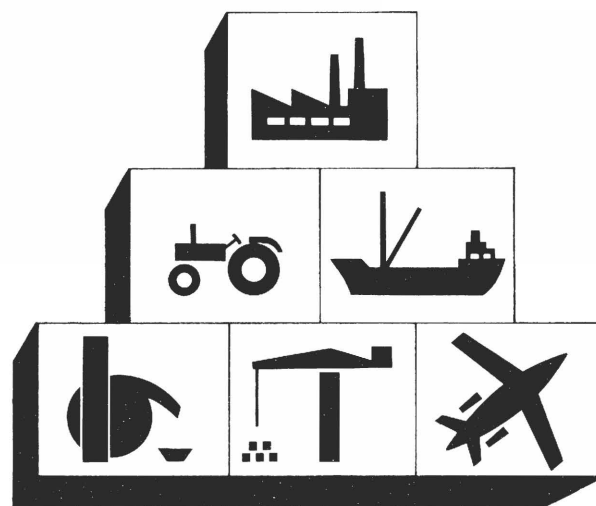


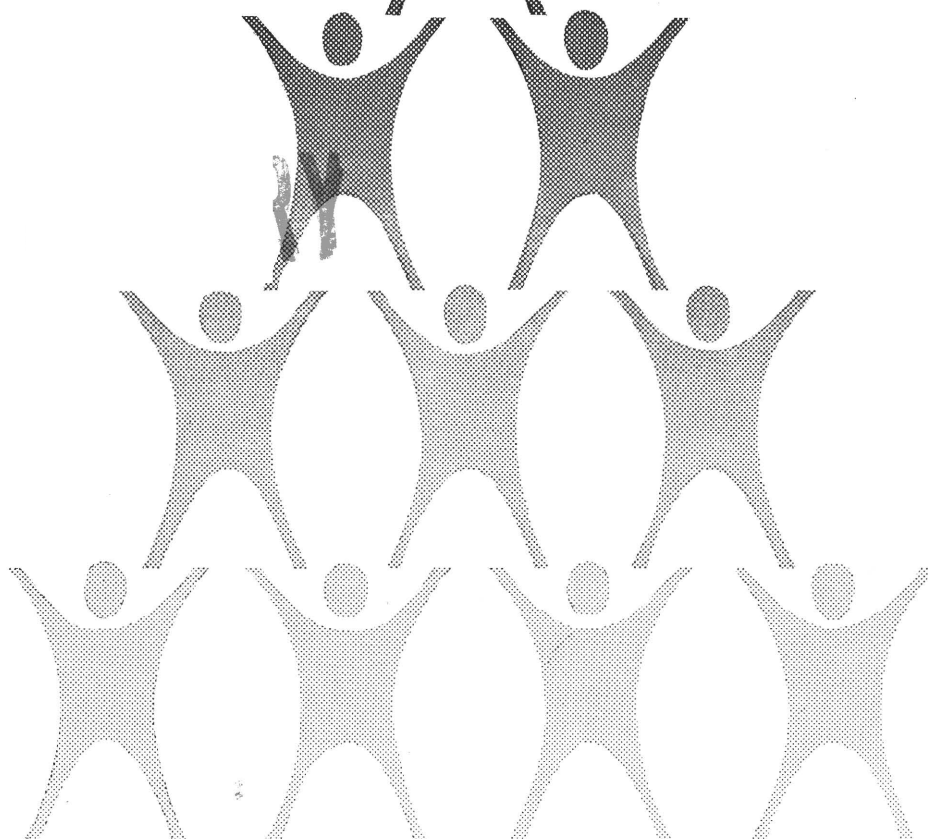
# Vocational training

information  
bulletin



N<sup>o</sup> 4

DECEMBER 1975



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## **C O N T E N T S**

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As from issue No 1-1975 the name of the Bulletin in the German and Danish editions has been changed so as to reflect its contents more accurately and to correspond more closely to the names of the editions in the other official languages of the European Communities.

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

### **Editorial**

This issue marks the completion of the second year of publication. In that short space of time the Bulletin has grown from a concept in the mind of the Council of Ministers of the European Communities into a practical channel of communication for those in the nine member countries — be they employers, trade unionists, educationists or civil servants — who are concerned with the training and re-training of their people.

The difficulties of launching a new international journal will be only too apparent when it is borne in mind that it must appear with identical contents in six different languages; that it must attempt to be both an official mouth-piece and a channel for critical comment; and that within a strictly limited number of pages it must seek to achieve an equitable editorial balance in the allocation of space to each of the member countries.

In the early stages, the editors largely had to rely on their own judgment and discretion. Then each of the nine member countries appointed a national correspondent and for the past year these correspondents have met periodically and with growing effectiveness to review progress and plan future contents. The result will become increasingly apparent in future issues. Meanwhile, the editors would be glad to have readers' comments on how the Bulletin can be improved.

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# *The viewpoint of the European Trades Union Confederation on a common policy of vocational training*

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I. Kulakowski and H. Radresa <sup>1</sup>

*We think our readers would find it useful to gain an insight into the opinions held by the various organizations concerned with the problem of vocational training in the Community.*

*The viewpoint presented in this article is that of the European Trades Union Confederation, and it will be followed by those of other interested parties in subsequent issues of the Bulletin.*

## **Man and machine**

It would not come amiss to begin this article with a quote, which, although it caricatures the situation, unfortunately still holds good. 'One of the foremost characteristics of a man capable of running a store for iron-castings is that he should be of such low intelligence and so lazy that his mental aptitude comes nearest of all things to that of a bull... Consequently, the man best qualified to be an iron-castings storekeeper is incapable of understanding the true science behind the execution of this kind of work.'<sup>2</sup>

Despite recent attempts at job enrichment, specialization is still the common lot of the majority of workers. This justifies the workers' refusal to have work organized as it still is done in most cases. It is for this reason that, long before the employment crisis, there was a crisis of working conditions where the most frequent demand was the refusal to submit to a soul-destroying job until death.

In recent years there has been a tendency to reduce the time taken up by work in the life of a worker. This has been done by various means such as shorten-

ing the working week, granting paid annual leave, lowering the retirement age, and even raising the school-leaving age.

Another equally influential trend is the resistance to the way labour division operates in enterprises. More often than not, this concept creates a total separation between those people who think and those who perform. In fact, such a division is close to Taylor's notion (reducing it to its simplest form) that a good worker is one who can turn out a product in record time. For a worker to be treated as one of a series of factors in a production process is no longer acceptable. Some countries are experiencing workers' rebellion against not only work but also against the position the worker holds within a system that does not have human welfare as its ultimate aim, and that often constitutes an insult to his dignity as a man and as a worker.

In this process union responsibility is not only economic, in the sense that it guarantees an income, but also social and cultural in nature. Seen in this perspective the system of vocational training that any union organization is duty-bound to defend is not going to be that which processes a man for one or several machines, but that which will assure him of an education that respects his dignity.

## **Vocational training and community projects**

Community policy for vocational training is founded on various EEC Articles, the most explicit of which is Article 128 of the Treaty of Rome. The implementation of this article was translated by a Council decision<sup>3</sup> bringing general principles to bear regarding vocational training. These principles stayed at the level of good but rather vague intentions, from which an overall European policy is still awaited. On the basis of the same Article an Advisory Committee for Vocational Training was created but still remains limited to the exchange of national information and has not advised on a Community training scheme.

On 26 July 1971, the Council of Europe agreed on general guidelines for a vocational training action programme at Community level. These guidelines lead to a document entitled, 'Premières mesures en vue de la mise en œuvre d'une politique commune de formation professionnelle' ('First moves towards operating a common vocational training policy').<sup>4</sup> The document

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<sup>1</sup> European Trades Union Confederation (ETUC).

<sup>2</sup> F.W. Taylor: *Scientific Management*. New York: Harper and Bros, last reprinted 1947.

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<sup>3</sup> General principles for implementing a common vocational training policy Decision 63/266 of 2 April 1963.

<sup>4</sup> Published by EEC. Brussels, 25 October 1972.



contained numerous propositions which seem at first sight valid but have yet to be applied in practice. They aimed at:

- (1) evolving policies, structures, and an organization for vocational training;
- (2) adapting techniques for training;
- (3) solving priority training problems concerning certain categories of people, certain economic sectors and certain regions.

One of the major problems of the European Labour Market is the training and employment of migrant workers, and the ETUC is at present planning an action programme to deal with the problems.

### **Vocational training for migrant workers**

The present recession and employment crisis call for proof of a spirit of solidarity among all workers, regardless of their origins. This solidarity becomes even more imperative when individual jobs are threatened and when states have a tendency to withdraw into themselves. It follows that vocational training for migrant workers is as important as that of young people looking for a first job in their own country or as that of women, who are frequently discriminated against in any labour market.

Over a number of years, employers have imported a large foreign work-force, occasionally by illicit means. This work-force is used in the host country's employment deficit area which often includes arduous, poorly qualified and poorly paid jobs. It is unthinkable that the state and the employers should have rights over this work-force without also having responsibilities towards it. One of these responsibilities is to make sure that, while training, the migrant worker benefits from the same advantages and works in the same conditions as the native worker. It should be remembered, however, that at the outset conditions are not the same, since native workers have benefited from previous training in their own country, whereas migrant workers often arrive with no training, preparation or information, or are unable to make use of the training they have received. It seems only right, therefore, that special measures be taken to offset the handicap imposed by the language barrier or a different type of alphabet.

In the case of a slow economic upturn and a situation where jobs are divided between host and guest workers, there would be a risk of a peculiar imbalance in the employment situation. Following the logic of the present system, one can envisage the State opening its frontiers to migrant workers from developing countries

who would fill the low qualified and underpaid and arduous positions, while a large number of relatively skilled native workers would remain unemployed. To avoid this, two outcomes are possible:

- (i) one part of economic activity could be moved to the country from which the migrant workers originate;
- (ii) unsatisfying jobs could be re-evaluated.

As for the first point, vocational training for migrant workers must be viewed as a contribution towards developing the work-force in their respective countries of origin. In providing training for migrant workers, the host country should take into account not only their own qualified manpower requirements but also those of the country of origin. This can be done if the most rewarding and strenuous jobs are re-evaluated. Foreign work-forces would then no longer be fenced in to certain types of work but could have access to the same work and same conditions as the native population.

At European level these problems have to be dealt with by coordinating policies. Sufficient appropriate instruments for a European policy exist but their methods of financing must be improved. The different Community executive bodies should be linked, in particular the Social and Regional Funds. For this reason the work of the Permanent Committee of Employment should be seen to be directing Community policies in a situation where the actions of the Social and Regional Funds are coordinated. It is hoped that the setting up of a European Foundation for Improving Working and Living Conditions and above all a European Centre for the development of Vocational Training<sup>1</sup> will mark a turning point in the Community's training policy. It is for this reason that the European Trade Union Confederation has fought for tripartite running of this Centre. The outcome was that the Centre will be run by an administrative council made up of nine worker representatives, nine employer representatives and nine government representatives from the Commission of the European Communities. The candidatures for the worker representatives of the administrative council are submitted by the European Trade Union Confederation. This Community organization is the first to be run on a tripartite basis. Future work done by the Centre will require cooperation of the Advisory Committee for Vocational Training.

We are now in a position to indicate some future paths that the Centre's work will follow, with particular reference to categories of workers, sectors and regions. A combination of these elements could lead to the first

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<sup>1</sup> Established by EEC regulation no. 337/75 of 10 February 1975.

area for priority studies: female employment in textiles in the Nord-Pas de Calais region, for example, or employment of young farm labourers in Sicily and Calabria. Another would deal with initiatives that are not of a categorical nature and which aim at promoting and developing vocational training and continuous education in certain sectors or regions. Agreement on these points will foreseeably be difficult to reach, since national priorities are not necessarily Community priorities.

### **Towards a proper training system**

Vocational training is built not only into the general concept of work but also into a global concept of education. In fact, work training fluctuates between two poles: school and the economy. Two notable extremes, however, must be avoided:

- (i) the case where school instruction courses transmit a culture which is outdated socially and set apart from manual work;
- (ii) the case where school becomes an anteroom for the factory, as sometimes happens in technical education.

If vocational training is to constitute the transition between schooling and pursuing an occupation, it must indeed lead up to performing the activity in question, and yet not be limited to this alone. In our continually changing society, the training system has to encourage the acquisition of knowledge and skills, reinforce them and thus ensure the trainee of a mobility within his profession. To this end, the content of training schemes must be wide-ranging. It must take into account

the trainee's specific qualities, such as age, sex and educational background. For instance, a 45 year-old Belgian woman, wishing to re-enter a working career in her country will not pose the same problems as a young Turk seeking his first job in Belgium.

In addition, the training contents should take heed of specific needs that may be very marked in certain regions and sectors. The objective to work towards is one where a person undertakes continuing education which includes refresher courses, retraining and cultural development periods. Responsibility for such a programme should not be left to private enterprise, but to a public organism, which would act in cooperation with the public authority concerned and the service provided should be extended to a Community scale. The advantages of such a system would be several:

- special attention to the training requirements of priority groups, such as migrants, youth and women and to underdeveloped regions and sectors;
- pooling of funds for out-of-company training;
- research into mutual recognition of diplomas at Community level;
- a proper vocational training system that is flexible and based on the system of continuing education and training.

In this article, we wanted to scrutinize all the elements that could figure in a Community policy for vocational training. Whatever the particular vocational training scheme adopted, we must be careful to safe-guard that work and economic life are never more than the means: human considerations should be foremost.

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# Information

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## 73. Vocational training in Ireland

Although the title restricts its scope to vocational training only and in theory it is possible to demarcate between education and training, it is in practice more often a question of seeing education and training as two extremities of a continuum of activity. In Ireland there exists an intermediate area called vocational education, certain parts of which are closer to the educational end and other parts closer to the training end of the continuum. Drawing boundaries to limit vocational training is therefore to some extent a matter of judgement.

The State's responsibility for training in Ireland is apportioned in the following manner :

- industrial training and management training are the responsibility of the Minister for Labour ;
- agricultural training is the responsibility of the Minister for Agriculture and Fisheries ;
- vocational education is the responsibility of the Minister for Education.

The institutions which carry out the training are either state controlled or privately owned and receive a direct or indirect grant or subsidy to cover some or all of the costs of training.

### I - Industrial training

The Industrial Training Authority (AnCO) was established under the Industrial Training Act of 1967, and was given responsibility for promoting and providing training at all levels of industry and commerce. AnCO is directed by a Council made up of representatives from the educational sector, employers' organizations, trade unions and the Minister for Labour.

Industrial training policy operates under three main headings :

- (a) Training within industry ;
- (b) Training centres and instructor training ;
- (c) Apprenticeship training.

#### (a) *Training within Industry*

The primary responsibility for training for industry rests with industry itself. Government encouragement is provided in a number of ways :

- (i) under levy/grant schemes, companies (with certain exceptions) are obliged to pay a prescribed percentage of their payroll into a levy fund and provided they meet certain training standards and requirements set by AnCO they receive grants from the fund ;
- (ii) grants are given towards the training of workers in new industries and for existing industry which is expanding or restructuring. In the case of new industries the grants are administered by the Industrial Development Authority (IDA) and the Shannon Free Airport Development Company (SFAD Co) ; the grants for existing industry are administered by AnCO ;
- (iii) AnCO administers a Management and Supervisory Support Scheme under which firms in the manufacturing industry and distribution can recover 50 % of the fees paid on sending personnel on approved management or supervisory training courses ;
- (iv) in addition to (i) and (ii) AnCO provides advice and assistance in the setting up of training programmes through its Specialist Training Advisory Services. These services

are organized on a sectoral basis and consist of teams of training experts. The experts help firms to identify their training requirements and to prepare and implement training programmes and assist new firms setting up in Ireland by advising them on the most efficient way of training available manpower. With their knowledge of training facilities and training courses throughout the country they are able to assist industry by organizing in-company courses for employees or by supplying information on available courses to answer the company's own training requirements, whether these are of a routine nature or due to a major development programme within the firm.

#### (b) *Training Centres and Instructor Training*

- (i) AnCO provides training for approximately 6 600 trainees per year (of whom about 750 are apprentices on off-the-job training) in nine permanent and three temporary training centres. AnCO also uses spare capacity in the vocational education system (see Vocational Education) and in other organizations to supplement its own training centre capacity. Current plans envisage 11 500 trainees by 1978, representing approximately 1 % of the total labour force ;
- (ii) a range of Training Instructor Courses for small, medium and large companies is provided by AnCO whereby specially selected personnel can be trained in a systematic approach to training. Over 650 instructors undertook such training courses in 1974. The instructor courses can be held either in a training centre or in the company. Over 100 instructors for handicapped people will be trained by AnCO during 1975.

#### (c) *Apprenticeship*

Statutory apprenticeship schemes are administered by AnCO and cover approximately 15 000 apprentices in certain designated trade groups. The trade groups are construction, engineering, electrical and motor industries, furniture, printing and dental technology.

A suitable employer, having received the consent of AnCO, offers an apprenticeship to a young person, who, if he is qualified as regards age and education, is then registered by AnCO. The average annual intake of apprentices into the designated trades is about 3 000. The subsequent education and training of an apprentice, which currently lasts five years, is organized and supervised by AnCO.

Apprenticeship training usually involves a combination of practical experience 'on-the-job' and block/day release courses at educational establishments (see Vocational Education).

Certain schemes are available with the major part of the first year's training carried out 'of the job' in an AnCO Training Centre or in an In-Company Training Centre, or in a regional or technical college. Some of the apprentices on these schemes are sponsored by employers, while others are sponsored by AnCO in anticipation of future needs. At the end of the first year the employer-sponsored apprentices return to their firms to complete the remaining four years of their apprenticeship while through the National Manpower Service AnCO places the remainder with employers so that they can complete their apprenticeship.

AnCO has recently completed a major review of apprenticeships. A discussion document was circulated widely to interested organizations for comment. The document contains proposals for a new system, some of which are mentioned below :

- (i) all apprentices in their first year should receive a period of 'off-the-job' training in special training centres where they would follow an agreed curriculum, and in which industrial conditions would be simulated ;
- (ii) as a result of (i) the period of apprenticeship should be reduced ;
- (iii) compulsory testing and certification should be applied to all apprentices ;
- (iv) there should be a planned approach to the intake of new apprentices.

Discussions are almost completed and final decisions will be announced shortly.

## II - Management training

The Irish Management Institute (IMI) is an independent body of businessmen and firms controlled by a council and elected annually from amongst its members and representatives of all sectors of Irish industrial and commercial life. It has a professional staff of 60. Its main objective is to raise the standard of management in Ireland.

To meet the needs of Irish business the Institute provides a comprehensive programme of management development and training in which over 5 000 managers participated in 1974. As well as the specialized functions of management such as finance, marketing, production and personnel, it caters for the needs of small businesses in the distributive sector and for specific industries and regional areas.

The Institute receives a state grant from the Department of Labour accounting for approximately 25 % of its total expenditure.

## III - Training for the hotel industry

The Council for Education, Recruitment and Training for the Hotel and Catering Industry (CERT) is a special body which provides and promotes training in the hotel industry. The members of CERT are appointed by the Minister for Labour in consultation with the Tourist Board. The Council receives an annual grant from the Ministry of Labour covering approximately 82 % of its expenditure.

CERT's main activities are:

- (a) the recruitment of school-leavers for courses and careers in the hotel industry;
- (b) the coordination of training in formal training centres and of in-service training;
- (c) the placement of trainees in hotel careers on completion of training courses.

Following an interview, applicants with the required educational standards are selected for formal training courses. A diploma or certificate is awarded on satisfactory completion of the course. In-service training courses are designed to meet the specific needs of the hotels in the area where the training takes place. Participants on the courses are selected by CERT's training staff who,

in addition to providing the instruction, ensure that the standards achieved on the courses are maintained in industry.

## IV - Vocational education

The city and county Vocational Education Committees (V.E.C.s) are statutory bodies established under the Vocational Education Act of 1930 as amended. The Committees provide for and manage vocational schools, regional technical colleges and colleges of technology.

The purpose of the regional technical colleges and colleges of technology is to provide education for trade and industry over a broad spectrum of occupations, ranging from craft to professional levels and including commercial, linguistic and technical specialities. In cooperation with AnCO the V.E.C.s organize day and block release courses for apprentices and approximately 11 000 apprentices attended these courses in 1973/74.

The activities undertaken by the V.E.C.s are financed partly by local rates and partly by state grants.

## V - Agricultural training

- (a) Advisory services,
- (b) Agricultural colleges,
- (c) Farm apprenticeship and trainee farmer schemes,
- (d) Farriery apprenticeship training scheme.

### (a) *Advisory Services*

In every county a Committee of Agriculture maintains an advisory service and operates schemes (lectures, demonstrations, experiments, exhibitions) designed to develop agriculture and horticulture and benefit rural dwellers. Each Committee employs instructors in agriculture, farm management, horticulture, bee-keeping, poultry-keeping and butter-making. The funds of the Committees are derived from local rates and grants made by the Department of Agriculture and Fisheries.

### (b) *Agricultural Colleges*

There are 11 agricultural colleges and 6 rural home economics colleges where young adults receive basic training in

farm management and related subjects. Some of the colleges are state controlled while others are state-aided. Standard syllabuses are followed in the colleges and certificates are awarded upon successful completion of the courses.

(c) *Farm Apprenticeship and Trainee Farmer Schemes*

The apprenticeship scheme is administered by the Farm Apprenticeship Board (representative of certain agricultural and rural organizations) and is designed to give practical training to young people who, having spent one year in an agricultural college, intend to make a career in farming. The apprenticeship period lasts for four years and is spent on farms approved by the Board. The trainee farmer scheme is designed to cater for boys who will inherit farms but cannot spend more than a year away from home. The training period lasts three years, one of which is spent with a master farmer and the other two on the trainee's home farm.

(d) *Farriery Apprenticeship Training Scheme*

This scheme is organized by the Irish Horse Board and has as its objective the training of farriers to serve the Irish bloodstock industry. Selected apprentices spend a three year period with a master farrier and undergo formal short courses and tests each year before the final testing for the Farrier's Certificate.

## VI - Research

While AnCO's Curriculum Development Section undertakes research in instructional techniques and develops training courses the Research and Planning Division, established in 1973, advises on policies required to meet national training needs. On the basis of an analysis of social and economic data, guidelines for a major expansion of AnCO's direct training activities up to 1978 have been drawn up. Sectoral and national industrial surveys have taken place to monitor change and where possible to anticipate future needs. Studies on the evaluation of AnCO's training programmes, attitude studies and a pilot project in versatility training have also been undertaken, as well as a study on the manpower and training implications in Ireland of prospective offshore oil and gas finds.

## 74. *A survey of distance education in the European Economic Community*

### Background

#### Definition

Home study courses are usually and loosely described as 'correspondence courses'. This description fails to take account of other essential components that have been incorporated into the traditional postal courses, such as audio-visual aids and the other media. Where these aids have been introduced into a correspondence course, the process is often termed 'three-way' teaching. This survey covers both 'correspondence' and 'three-way' teaching courses, but both will be described as 'distance education' except where the distinction is important.

The draft report on distance education of the European Parliament's Committee on Cultural Affairs and Youth [1] defines this type of education as having three basic characteristics:

- (a) the spatial separation of student and teacher for all or nearly all of the course ;
- (b) the use of teaching materials such as printed notes, films, cassettes, radio, television, etc. (and sometimes seminars and weekend courses) to solve the problem of separation ;
- (c) teacher control and goal-directedness.

In addition to outlining the nature of these courses, the report recommends that all distance teaching should be fully integrated into the overall education system of the Member States.

#### Need

Analyses in member countries reveal a fairly uniform pattern, namely that the need for this type of education has arisen because conventional channels of education could not satisfy the growing demand of the adult population for increased knowledge and instruction. The desire to 'get on' in life appears to be a powerful motivation in all countries. In addition, distance education helps to meet the needs of the late developer and those deprived of traditional face-to-face methods of instruction for one reason or another.

It has been found that part-time study by correspondence is easier and more economical to combine with full-time employment than other methods of education. Distance education permits greater flexibility in the employment of time resources and the student's ability to absorb information. Moreover, the courses may be adapted to new educational requirements faster and more effectively than the formal school system. Three main areas of distance education may be discerned:

- (1) professional development and qualifications ;
- (2) updating and remedial general education ;
- (3) individual tuition in general and cultural development without qualifications.

#### Origins and growth

The provision of home study courses in Europe dates back to the mid-nineteenth century. They became available in Britain in 1840 (Isaac Pitman), followed by Germany in 1856 (Toussaint-Langenscheidt) and France in 1877 (Emile Pigier). In each instance it was initiated by private sponsors, partly to satisfy a growing need and also to tap the financial resources of the adult working population. Correspondence schools became firmly established by 1880 but were not subject to any form of control. The number of colleges increased rapidly and so did the abuses by the less scrupulous establishments concerning fees, breaches of contract and unwarranted claims of attainment. The number of correspondence colleges in Europe has risen gradually to where it stands today at around 400 and the more responsible institutions in some countries, such as the Netherlands, combined into associations or syndicates to improve themselves by voluntary internal control and codes of ethics.

The gap between education-motivated and profit-motivated schools has widened in recent years and schemes of accreditation have been introduced in most member countries to ensure that students receive value for money. In some countries the state has established its own system of home study education in competition with the private sector. In France and in Belgium this is under direct control of the Ministère de l'Éducation Nationale (Ministry of



Education) and in the UK the Open University is financed and partly controlled by the Department of Education and Science.

As permanent education becomes a fully operational part of European education systems, it is estimated that the proportion of an age group continuing into the sectors of further and higher education will increase from between 5% and 10% to around 30%. The pressure on education budgets by such an increase can only be offset by the exploitation of new techniques and resources, so that reduction in unit cost (the overall cost per student) of education will not bring about a reduction in quality.

Seen in terms of an economic proposition, the development of distance education has assumed a new and distinctive significance in overall education strategy.

#### *Objectives*

Wide European guidelines of long-term objectives which, it is hoped, will be universally accepted in Western Europe, are proposed in the Foundation documents of COPEC [4] Conseil pour la promotion de l'enseignement par correspondance (Council for the Promotion of Correspondence Education) and the Conseil Européen pour l'enseignement par correspondance (European Council for Correspondence Education — CEC) [3].

Article 2 of the CEC constitution states the Council objectives to be:

- to promote the knowledge of correspondence education, its potentialities and achievements,
- to safeguard interests of students,
- to promote high standards of material and teaching,
- to cooperate with other educational bodies and promote research and development in distance education,
- to safeguard the high ethical standards of the teaching profession.

#### **Target Population**

Although schoolchildren do follow distance education courses, particularly

in subjects which may not be provided at their school, distance education is generally aimed at adults who for reason of work, location or finance are unable to obtain conventional training or education. Nevertheless distance education is not always regarded as 'second best'. Certain students show a marked preference for this form of learning even when formal instruction is available in the locality. As might be expected, the evidence such as it is suggests that distance education students are mostly in the younger adult age group between school-leaving age and 40 years.

Population density would seem to be a major factor influencing demand for distance education. In point of fact, students living in scattered communities in countries covering a large geographical area constitute a small percentage of those benefiting from distance education, and conclusive evidence indicates that by far the largest percentage of students in all countries comes from urban areas. In the Netherlands, where distance teaching is very highly developed, some 12.5 million people inhabit a small country 320 km. long and 240 km. wide. The population density is high and distances from conventional schools and colleges are negligible, yet some 500 000 students follow correspondence courses, the great majority living in urban areas, which reveals a preference for distance education even when face-to-face teaching is available. Agricultural and horticultural studies alone have a high recruitment from rural areas which highlights the professional motivation behind distance learning.

In a French survey in 1968 [2] only 16% of the students gave distance as a prime reason for enrolment. For the majority, the decision to study by correspondence appeared to be the outcome of positive expectations of the correspondence method and the desire for freedom to regulate one's study times and pace of work.

British and German studies confirm the evidence further. A sample survey in England [2] revealed that nearly half the enrolled students came from the most densely populated south-eastern region of the country. In Germany [2] cities and medium-sized towns accounted for 56% of the total correspondence students.

#### *Student Numbers*

Statistics relating to student numbers for particular courses are not available for the private sector and are difficult to substantiate from the public sector since the number of students dropping out or changing courses is not known. Some idea of the situation in individual Member States can be formed from that information which has been published.

#### **Belgium**

Statistics are only available for state-run courses. In 1973 there were 5 869 students following courses preparing for lower and higher secondary examinations, recruitment and promotion of Civil Service personnel and teacher updating.

#### **Denmark**

At the time of writing no detailed information on the target population of existing courses had been received. A Scandinavian Open University is under consideration which, if it materializes, would provide general and remedial education for secondary school leavers and higher education courses for adults.

#### **France**

Courses organized by the state exist at primary and secondary education level. There are special courses in braille for blind people and audio-visual courses have been introduced for physically and mentally handicapped children. CNTE Rouen offers courses for 11 - 15 year old physically handicapped young people and CNTE Lyon for severely mentally handicapped children. State subsidized courses are also run for agricultural and technical apprentices with particular attention to people who wish to study in outlying areas. Government ministries have in-service training programmes for civil servants.

The government also subsidizes various organizations which provide technical and commercial education. However, it should be noted that of the estimated 650 000 students following distance education courses in France, in 1970 approximately 400 000 were attached to private establishments.

## Federal Republic of Germany

In 1972 there were 250 000 registered students of whom 87% were men and 13% were women. The main emphasis is on adult education, with special distance education to provide background for university courses. 80% of the total number of students follow vocational courses. In 1969 the Akademikergesellschaft opened a college for managers in commercial and technical fields, and in 1972 set up the first distance study course for the blind in collaboration with the Deutscher Blindenverband (German Association for the Blind). Another developing area is that of distance teaching for instructors in business and technology.

## United Kingdom

Preparations for ordinary and advanced ('O' and 'A' level) examinations at secondary level account for a substantial proportion of distance education courses. It has also played an important role in the field of general education in countries of the British Commonwealth where access to higher education has been restricted. In the UK external degrees of London University provide such access and commercial institutions of a private nature as well as the Commerce Degree Bureau of London University have helped many thousands of students, predominantly from the Commonwealth, to achieve graduate status.

In terms of individual institutions the Open University provides for about 9% of the total distance education with a student body of 42 000 in 1972. An occupational analysis made by the University in 1974 revealed that 23.4% of the applicants were in education, 14.1% were housewives and 12.2% clerical and office staff. Distance education in the commercial group of advanced qualifications is concentrated in the fields of accountancy, banking, company secretaryship and insurance. In the 1960s it was indicated that 50% of the total number of students studying for professional qualifications did so by the correspondence method. Other less clearly defined areas such as remedial education, personal interest courses, etc. account for significant numbers of distance education students.

## Ireland

Almost all students are studying for school-leaving certificates or following apprenticeship link courses.

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The target population shares common features in all the member countries. It is clear that more men than women undertake distance study, constituting between 70% and 80% of the total.

The majority of students enrol for vocational purposes. Distance education is regarded by some professions as an integral and necessary part of apprenticeships, but is increasingly becoming used for the professional development of people who already have a full professional education. The clearest illustration of the transitional growth of this aspect is found in the Netherlands. With few natural resources in the country, widespread training and re-training was essential to the Dutch post-war economy. In 1947, 13% of home-based students were following distance study courses of a technical nature. The current estimated figure stands at 50%.

## Subject areas

### *School examinations*

In all Member States courses leading to certificates of secondary education and school-leaving examinations constitute a well-established core in distance education programmes.

### *Technical and commercial*

In *Belgium* vocational training by distance education focuses on teacher updating and promotion courses for civil servants. Non-examination vocational training courses are run by *Danish* radio and TV and the following areas are covered:

- (1) a course for shop stewards (in conjunction with the Arbejdernes Oplysningsforbund (Danish Workers' Education Association));
- (2) vocational guidance for adults;
- (3) automatic data processing;
- (4) mathematics;
- (5) book-keeping.

In the *Federal Republic of Germany* the major colleges, Hamburger Fernlehrinstitut — HFL — in Hamburg, Studien-Gesellschaft — SGD — in Darmstadt and the Akademikergesellschaft of Stuttgart, cover a wide range of technical, commercial and general interest courses. Subjects may vary according to the teaching practices of a particular college, as in the case of HFL which offers more than 200 courses but excludes courses in areas it considers unsuitable for correspondence such as engineering. SGD offers a 'combined instruction' (correspondence with face-to-face) system, with technical courses constituting 70 of the 163 courses offered.

Deutsche Angestellten-Akademie — DAA, a college primarily for white collar workers, offers correspondence courses in business and political economics, management, manpower planning, marketing, business English and other subjects related to business affairs. The Telekolleg run by the Bayerischer Rundfunk in Munich (combined television, correspondence and tuition) provides a technical course for lower secondary level students, leading to a recognized diploma. The course takes three years to complete and combines business and social studies with science subjects, history, German and English.

Teleberuf, also in Munich, produces an industry and commerce oriented course in conjunction with the Chambers of Commerce, the Deutscher Gewerkschaftsbund — DGB (German Trade Unions) and the Vereinigung der Arbeitgeberverbände in Bayern (the Bavarian Employers' Organization). Subjects include business management, salesmanship, costing and accounting. Euratele (Cologne) offers radio-based diploma courses in radio and stereo maintenance, and in television, radio and transistor electronics.

In *France* the CNTE conducts a substantial number for courses designed for particular industries and government departments. Such bodies include the French railways, the army and navy, the prison administration section of the Ministry of Justice, preparation courses for seven other ministries, about 15 companies in the private sector of industry and three educational institutions overseas. The Centres de Formation d'Apprentis — CFA (the regional centres for the training of apprentice-

ces) run apprentice training courses for instruction in specialized trades on a regional basis. The Centre National de la Coopération Agricole (the national centre for agricultural cooperation) runs a combined oral and correspondence course for agricultural workers to four levels of instruction. Vocational courses by distance education are also provided by other firms or economic sectors, for instance, the chemical industry, the Federation of Motor Repair Firms and the banking sector.

Distance teaching courses in industry in the *Netherlands* are mainly for theoretical types of courses in, for example, industrial organization, psychology and chemical engineering. Another significant use is for 'pre-courses' designed to bring students to the same level in a basic subject in a course. A student about to take a face-to-face course in chemistry, statistics or computer programming would do a 'pre-course' in mathematics, while business studies may require a 'pre-course' in general education.

In the *United Kingdom* the commercial and technical field constitutes more than one half the total number of enrolments and covers the widest range of subjects. Membership of professional bodies continues to grow and preparation for qualifying examinations provides considerable incentive to distance education institutions. Most larger correspondence colleges specialize in one field, while usually offering many other courses.

Metropolitan College (St. Albans), Rapid Results and Foulkes Lynch (both in London) provide courses leading to professional qualifications in commerce; for industrial and engineering subjects the British Institute of Engineering Technology and International Correspondence Schools (ICS) are the specialists. ICS offers qualifications for other professional bodies e.g. the Institute of Architects, the Institute of Chartered Surveyors, and City and Guilds examinations as well as their own non-examination courses in specialist areas of technology, such as industrial instrumentation, electric welding, car body rebuilding, etc. Students may also qualify in agricultural and horticultural studies. There is no special radio or TV-centred distance education course which covers exclusively commercial or technical subjects such as exist in France and Germany, although the BBC has

produced a series for shop stewards, another for managers and several on education aimed at teachers.

In *Ireland* various link courses exist for junior mechanical and electrical apprentices to supplement block release training.

### *Higher education*

Preparation for degree courses and other higher qualifications is the latest and fastest growing sector of distance education. It requires a high degree of control on the part of the teaching body and the student and is mostly confined to tuition and examinations provided by the state. This sector is being developed in the UK by the Open University and in Germany by the *Deutscher Institut für Fernstudien*. The Open University caters for three levels of instruction:

- undergraduate leading to BA;
- postgraduate (B.Phil., M.Phil., PhD);
- post Experience.

The students are not assumed to have had previous experience in higher education but statistics reveal that in 1972 the largest proportion of its undergraduates and post-graduate students was composed of teachers seeking higher qualifications. The courses are designed within six faculties, namely arts, mathematics, sciences, social sciences, technology and educational studies and start after a compulsory foundation course. There are five foundation courses which are all inter-disciplinary and some are even inter-faculty; for instance, 'Science and the rise of technology' (arts, science and technology) and 'Biological bases of behaviour' (science, social sciences and technology).

Germany's *Deutsches Institut für Fernstudien*, based at Tübingen University, caters for the upgrading and updating of teachers in English, mathematics, sciences and physical instruction. The *Akademikergesellschaft*, although primarily catering for Abitur students, who make up 90% of its enrolment, also offers university-level courses leading to state-recognized examinations.

### *General interest studies*

The boundary between vocational studies and general interest studies is often hard to discern. Courses in sub-

jects such as statistics, social studies, foreign languages etc. may be followed for purely personal satisfaction or because they contribute to improved job prospects. The dividing line is determined by whether or not the courses lead to a qualifying certificate or diploma. There has been a strong tendency in the Federal Republic of Germany and in the Netherlands towards maximizing the number of certificate courses. However, the 1970 Council for Cultural Cooperation Report on correspondence education stresses the importance of the social element in the field of general education for adults. It is in the area of adult education where the therapeutic aspect of the group often plays an important part and evidence suggests 'that this group of needs and objectives is not one which is widely met by correspondence study'.

A wide range of non-examination subjects related to hobbies, sports, human and social studies exists in both the United Kingdom and France. It is possible that the various communication media and learning aids have helped in part to provide a substitute social context for students in this sector.

### **Methods**

Methods of distance tuition are based on two-way communication but they have greatly evolved since the original concept. They can be broadly classified as:

- (i) traditional;
- (ii) programmed and multi-media courses with or without face-to-face tuition;
- (iii) programmed and multi-media courses with short-term residential periods for group learning.

### *Traditional method*

In the traditional method, written or typed instructional material is sent to students with a recommended list of standard text books. The question papers are returned to the college for correction and comment. A student following a traditional type course is generally expected for his own benefit to follow the 'pace' set by the college when performing and submitting his study work, although in some cases this is not enforced.



### *Programmed and multi-media courses*

In recent years, a more analytical approach to learning methods, combined with experience gained from computer technology, has resulted in so called programmed instruction (PI). Here student participation is encouraged to the full, the emphasis being on self-correction. Work is broken down into stages and serious set-backs are avoided by anticipating problems and checking results as swiftly as possible. The student sets his own work rhythm and should be equipped by the teaching establishment with the resources to become self-teaching. Texts may be supported by PI material, slides, tapes, cassettes, records, drawings, language recordings and visual presentation on television.

A fair criticism of the 'pure correspondence' methods is that however perfect self-instruction material may be, it can not enable the teaching of subjects that are too highly specialized (medicine, engineering etc.) Audio-visual aids, such as those mentioned above, or open circuit radio and television designed for individual use, expand greatly the teaching potential into previously inaccessible areas.

### **Italy**

The educational activities of RAI TV are growing in importance, although there is so far no real cooperation with correspondence colleges, owing to the completely independent status of these.

### **The Netherlands**

There are correspondence courses incorporating supplementary oral tuition either at evening classes or on Saturdays. Despite complicating the administrative arrangements and creating considerable extra work for the teachers, this oral tuition has proved very effective. In vocational courses the staff of the college may go to the factory or the firm's training department to supervise sessions in the factory, perhaps with the aid of subject specialists. Pre-courses are also used as refresher courses for those who wish to take a more advanced course by correspondence. Firms providing subsidies for employees receive progress reports at regular intervals (usually every three months); the colleges themselves under-

take a thorough assessment of the applicant's total occupational, educational and social circumstances and may occasionally advise against the suitability of correspondence courses in particular cases.

### **Federal Republic of Germany**

The Funkkolleg (Radio College - Frankfurt) combines correspondence courses with educational radio transmissions and Telekolleg combines television broadcasts, documentary material and group work. The Funkkolleg covers higher education courses in academic subjects. One distinctive feature is its multipurpose basic courses intended to serve three or four different learning areas. A second feature is the intensive nature of the courses. The longest course is that for teacher upgrading qualifications which lasts four semesters (2 semesters per academic year). The other examinations are normally attainable after two semesters, although Funkkolleg students are limited to a maximum of two subjects at a time to prevent cramming.

Telekolleg offers a wide range of general and technical subjects, is open to anyone possessing a school-leaving certificate and there are no age limits. Printed matter for the entire 2 1/2 year course falls into three parts. The first part is intended for use during the broadcast, the second part provides detailed background material and the last part consists of correcting exercises and others to be returned to the tutor.

The Deutsches Institut für Fernstudien — DIFF — was set up at the University of Tübingen in 1966 and was the first body to propose university level distance education in the Federal Republic. Initially concerned with the organization and coordination of distance education projects to be run by universities throughout the Republic, DIFF has since formed its own research body which is experimenting with various combinations of postal tuition and television courses.

### **United Kingdom**

The National Extension College in Cambridge provides correspondence tuition in a combination of lessons, worksheets and, where necessary, experiment kits for science subjects. In the

external degree service, special emphasis is placed on creating a personal relationship between a student and his tutor and day seminars are advocated to encourage this. External students are normally expected to spend a minimum of five years' study from registration before taking finals. The BBC and the National Extension College have collaborated in the production of three major television correspondence course series on critical reading, mathematics and social sciences, which were partly designed as a preparation for intending Open University students.

The Open University (OU) was the first distance teaching establishment for higher education in Europe and it is generally recognized today as having the most developed organization and teaching methodology. It was specifically created to provide opportunities in higher education for adults and designs its own courses and offers its own degrees and course certificates. It has the same legal and academic status as any other British university. 400 teachers of varying academic levels are employed full-time and over 4 000 work part-time as tutors, counsellors or both. The study method breaks up into four principal activities:

- (1) the systematic reading of correspondence texts;
  - (2) contact with counsellors and tutors (including residential);
  - (3) preparation of monthly assignments;
  - (4) regular hearing and viewing of radio and television programmes.
- This is an integral part of the study process and constitutes an estimated 10% of the study time.

Television programmes are a compulsory part of the course and VHF radio provides a very strong support to most study areas. Normally there are two transmissions per week which are repeated at the weekend. A complete archive of all the radio recordings is available at each of the 246 study centres which are usually situated in a college or school.

The basic module of the OU course structure is a one-year credit course. This generally consists of 34 weekly units of work (the quantity stipulated by the OU), together with a one-week residential summer school held in educational establishments throughout the country and a 3-hour written examina-

tion at the end of the course. Following the foundation courses, there are second level, third level and fourth level courses. The complex credit system consists basically of half or whole credits which are awarded on successful completion of courses. A minimum number of credits must be gained in a certain number of years in order for the student to qualify for a degree. Six undergraduate courses successfully completed (in the right combination of levels) qualify for the BA degree of the Open University and eight for the BA Honours degree. Television support divides into three broad categories of presentational format :

- (a) instruction/demonstration ;
- (b) case material/description and
- (c) experience/imaginative insight.

The science faculty considers the demonstrative aspect of television as essential to performing the practical work on the course. The mathematics faculty has concentrated on precise exposition with extensive use of animated graphic material. The faculties of social sciences, educational studies and technology have used television in the main for case study material, while the arts faculty has attempted to evolve forms of imaginative or dramatic experience.

In 1973, 867 students were the first to receive their degree with the aid of credit exemptions. Since then the numbers have risen rapidly each year towards the completion of the first five-year cycle in 1976.

#### *Programmed multi-media courses with short-term residential periods*

Distance education courses including periods of residential study are particularly favoured in countries where residential education has traditionally played an important role. The principle of the residential university has had a powerful influence on educational theory and practice. As has been seen, both the National Extension College and the Open University in the United Kingdom attach considerable importance to the personal as well as the academic relationship between student and tutor. There are in Britain today few branches of the public services or professions which do not maintain short-term residential institutions of their own.

In other member countries the residential courses, though recommended, are usually optional, mainly due to the heavy additional cost involved and the lack of direct government subsidy to distance education. At present 'sandwich' courses or combinations of block release would still seem to be most strongly favoured by commercial organizations within the Community.

#### **Future Trends**

In recent years the evolution of distance instruction as distinct from the traditional face-to-face method has been much influenced by the dual development of technological and educational knowledge and techniques. Already courses such as those run by the OFRATAME and the Open University demonstrate the potential of combining the mass media with audio-visual aids, home experiment kits etc. to enliven the process of self-instruction. Other media and resources, such as tuition by telephone, courses in braille, computerized checking and assessing, have been experimented with and could become established features of the system.

Course structure and presentation of material are relatively undeveloped in many countries. If course structures are to be integrated into a general education system they have to be subject to systematic revision. Dr. B. Holmberg, [2] suggests that a definition of educational and consequently socio-economic goals should be the starting point in course planning. Final examinations should be worked out with these goals in mind and the teaching material and methods should be designed to conform with the 'output', that is the required knowledge of skills. Programmed courses should be made flexible to deal with individual requirements and should contain frequent check tasks, extra material to follow up diagnosis of problems and tests to assess a student's knowledge prior to starting a course, according to Dr. Holmberg.

With regard to subject matter, it may well be that the policy adopted by certain colleges to include a compulsory foundation course prior to any specialist course, will become a general practice. Clarity of goals on courses is helpful, not only to course planning, but also to successful participation by the student who wishes to ensure that

the course meets his precise professional or personal requirements. The rate of student dropout on distance education courses is frequently as high as 80% during the first year of some courses, with only 10% taking the final examination. These last two points highlight another significant and complex area. Research groups and institutions are examining student attitudes and motivation, reasons for choosing a particular course, for student withdrawal from classes and examination results. Other relevant psychological and environmental factors which influence course planning and development are also being studied. Distance education requires specialist teaching and it has been proposed that some teacher training establishments should make available specific courses for those wishing to teach in this area.

In several East European countries oral tuition has long been a compulsory part of distance education courses. While it is generally acknowledged by Member States that oral tuition makes a positive contribution to distance instruction, either on a group or an individual basis, it has yet to be determined how it would be most effectively and economically employed. Ultimately the development of face-to-face tuition will depend in the individual states on the role played by governments in formulating distance education policy. Besides improved material and increased use of oral tuition, recent surveys on distance education indicate two other important areas where teaching methods may develop :

- (i) the form of knowledge transference, in particular the tutor/student relationship ;
- (ii) the standardization of achievement ratings using units/credits based systems which are designed to make course contents more flexible.

This survey has concentrated on the nature and development of distance education within the European Community. It would be misleading to suggest that there is any clear barrier at present between the Community and outside countries with regard to research and development in the field. Much of the initial work in three-way teaching was done in the United States of America at the University of Wisconsin. The European home study council working in conjunction with the

University of Lund, Sweden, have made many practical contributions to the field, in particular by correlating experience of distance education bodies in widely varied cultural situations and have recently conducted a home study project on environment consciousness. The International Extension College in the United Kingdom, the Centre National de Télé-enseignement and the Leidse Onderwijsinstellingen in the Netherlands provide an important feedback of experience from projects operating in developing countries, especially in Africa.

Traditionally, distance education in its various forms has been met with suspicion by educationalists and governments. However, substantial changes in the quality of instruction and courses and in contractual commitments have already produced reciprocal changes in attitude in several Member States. While distance education may generally be acknowledged as an educational asset, it is not a mere extension of a classroom technique, but operates in a significantly different way to the formal learning process. The 1970 Council for Cultural Cooperation Report indicates that there are dangers in ignoring a form of instruction which is politically and pedagogically independent from the established institution and whose potential to innovate in education may put it considerably in advance of these. The broad and pragmatic front on which research and reforms are being conducted in most states should ensure that the fears expressed by the 1970 report remain unfounded.

### References

- [1] Draft report on regulations for home study courses, report No. 28.836. Council of Europe. Strasbourg: November 1974.
- [2] The Place of Education by correspondence in permanent education. Council for Cultural Cooperation of the Council of Europe. Strasbourg: 1970.
- [3] Constitution. Conseil européen pour l'enseignement par correspondance (CEC) Brussels. 1963.
- [4] Minutes of the consultative conference council for the promotion of study by correspondence. (COPEC). Bonn. January 1974.
- [5] Glatter, R. and Wedell, E.G.: Study by correspondence. Longmans & Co. London: 1970.

## 75. *Combating adult illiteracy in the UK*

On 20 November 1974, the then Secretary of State for Education informed Parliament that the National Institute of Adult Education had accepted an invitation to establish an agency to administer £1 000 000 which would be used to assist in combating adult illiteracy in England, Scotland and Wales during the financial year 1975/76. The Adult Literacy Resource Agency (ALRA) became fully operational on 1 March this year and since then has been inviting applications for financial assistance from local education authorities and voluntary organizations known to have an interest in adult literacy. The response has been overwhelming and so far almost two-thirds of the government grant has been allocated to 66 education authorities and 26 voluntary bodies.

The problems of adults with severe reading and writing difficulties have been known for many years, but it was not until 1972, when the then Secretary of State for Education ordered an official inquiry, under the chairmanship of Sir Alan Bullock, into 'all aspects of the teaching of the use of English, including reading, writing and speech' that the problem was widely recognized as a social handicap. The report published as a result of this inquiry mainly surveys the standards of literacy in primary schools, although one section is devoted to adult illiteracy and current provisions for reading and writing instruction. Approximately 6% of the adult population in England and Wales are unable to read or write or have a literacy level below that which is expected from a nine-year-old child. This figure is not based on direct research but on the best evidence available and on firm opinions of acknowledged experts in the field. Illiteracy stems from a variety of causes, such as illness during childhood, hearing and sight defects not diagnosed early enough, change of school, family disharmony and poor teaching. Most illiterates are extremely ashamed of their handicap and develop deceptive means of concealing their inability to read and/or write.

They dread applying for jobs, since this means filling in application forms, and many of those in skilled occupa-

tions refuse promotion because it generally entails completing time-sheets and writing work reports.

As society's demands for literacy increase, so do the pressures on adult illiterates to seek help. Until recently, the only available sources of help have been the Armed Forces, penal institutions, some independent bodies and, to a certain extent, local education authorities. As a result, therefore, of a number of investigations, the previously mentioned Bullock Report and a proposal by the British Association of Settlements,<sup>1</sup> the Government decided to create adequate facilities for illiterate adults to receive instruction in reading and writing. The grant of £1 million, allocated among local education authorities, will be spent in the following way:

- (i) to provide technological aids;
- (ii) to provide teaching material;
- (iii) to arrange training programmes for literacy tutors and trainees of tutors;
- (iv) to assist voluntary organizations in setting up schemes;
- (v) to encourage research and experimental programmes.

The biggest share (42%) of the grant will be allocated to the training of tutors and trainers followed by teaching materials and aids. However, it is not intended that the tutors should be paid. Trainers, who are responsible for the training of tutors, are usually experienced teachers, with special interest in adult education or remedial reading. Courses for trainers are now being arranged in many places in Britain, either on a full or part-time basis. Tutors are individual volunteers and are vital to the setting up of literacy schemes and the Director of ALRA has pointed out that 'literacy tuition is an almost unique field in which people cannot only help others face-to-face but can follow their contact through until they see real achievement and results. We cannot hope to tackle the literacy problem unless we can mobilize and train the thousands of potentially willing volunteers'. Experience indicates that ordinary men and women from all social strata are willing and able to become tutors.

<sup>1</sup> A Right to read: Action for a literate Britain. Published by the British Association of Settlements, London, 1974.

In July ALRA published 'a lesson kit for trainers of adult literacy tutors', copies of which have been distributed free-of-charge to education authorities. The kit comprises six lessons and a selection of resource material and provides a framework within which courses can be set up for groups of tutors. A training course usually lasts between six and eight weeks after which the tutor is allocated a pupil. This basic training should ideally be followed up by monthly meetings during which the tutors can discuss their problems. In addition to the training kit, the BBC has published a handbook<sup>1</sup> designed to accompany the radio series on the training of tutors and the television programmes for adult non-readers, both of which start in October 1975. The BBC is also planning to produce a students' handbook which will be available in the autumn of 1975.

As a result of the recent publicity campaigns, large numbers of non-readers are now coming forward and these are

expected to increase substantially by the time the BBC literacy projects get under way. A national symbol has been adopted which can be used by any organization or individual involved in literacy tuition.

*Source:*

News Sheet. Adult Literacy Resource Agency, London 1975.

*The Guardian*, London, 19 February, 1975.

*Financial Times*, London, 19 February, 1975.

76. *French government gives financial support to vocational training in the craft and commercial sectors of industry*

A circular issued by the French Prime Minister's office in February 1975 confirms the importance of government

support for vocational training in the craft and commercial sectors of industry. Last year, financial support, coming from the Prime Minister's budget or from that of the Ministère de l'Artisanat (Ministry for Commerce and Crafts), was used to improve the training of trainers, to train high level executives in business schools and to finance refresher courses for people in the craft and commercial sectors of industry.

At the same time fonds d'assurance formation — FAFS (special funds for training purposes) came into existence. These are financed by voluntary contributions and in June this year fifty-seven such grants were provided within the craft and commercial fields.

*Source:*

Secrétariat d'État auprès du Premier Ministre.

Secrétariat Général de la Formation Professionnelle.  
Paris: June 1975.

<sup>1</sup> BBC Adult Literacy Handbook. BBC, London, 1975.



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# Documentation

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## EUROPE

### MEETING OF THE STANDING CONFERENCE OF EUROPEAN MINISTERS OF EDUCATION

The ninth session of the Conference of European Ministers of Education was held in Stockholm from 10 to 12 June 1975. The Standing Conference forms part of the Council of Europe and representatives from the 21 member countries took part in the session along with observers from Portugal, Yugoslavia, Unesco, OECD, the European Communities, Council of Europe and the Nordic Council of Ministers. In addition Australia, Canada, Japan, New Zealand and the USA were invited to follow the proceedings. At the end of the Conference resolutions were adopted on recurrent education, the education of migrants and their children, and on international educational cooperation, the texts of which are printed below.

#### Resolution 1/1975 on Recurrent Education

The European Ministers of Education, at the Ninth Session of the Standing Conference,

Recalling their Resolutions adopted in Brussels in 1971 and in Berne in 1973, whereby they first endorsed the principle of recurrence in post-secondary studies and recognized the need for redistributing educational opportunities throughout life in accordance with the concept of permanent education,

Believing that recurrent education should lead to greater freedom and responsibility for each citizen in making the decisions which affect his or her education and working life, and also to a greater measure of educational and social equity,

Noting that the principle of recurrence already operates to some extent in the education systems of member countries, but as yet insufficiently to realize the potential benefits which a fully functioning and flexible system of recurrent education could provide,

Having considered the analytical reports of OECD and the Council of Europe, the country reports and statements, and the discussion paper prepared by the Committee of Senior Officials,

Adopt the following statement:

Recurrent education as a concept of public policy

The basic purpose of recurrent education is to give the individual the opportunity to decide on his or her own personal future development. It aims to counteract the inequalities of present educational systems and to distribute educational opportunities over the lifespan of the individual.

Recurrent education may be regarded as a strategy for the long-term planning of education, primarily for the post-compulsory sector but with repercussions on other areas of educational provision. Its objectives however entail the progressive implementation of short- and medium-term measures. It forms an indispensable part of broader socio-economic and cultural policies for translating the concept of permanent education into practice.

Recurrent education has implications for the organization of work and leisure, and requires a close coordination between education, social, cultural and economic policies. It also means coordinating the various sectors of educational provision — formal and informal, vocational and non-vocational — which are often today insufficiently interrelated.

#### Action in member countries

With the above aims and considerations in mind, the Ministers resolve to give active encouragement to the following lines of action in their respective countries:

- providing education for the 16 - 19 age group which prepares both for further periods of study as well as for entry into working life in the immediate or near future;
- adapting other post-compulsory education to meet the needs and interests of individuals with widely different experience;
- re-casting the rules of admission to higher education so that work experience is more widely taken into account as a basis of qualification for entry;
- re-designing on a modular basis extended programmes of post-compulsory education and training, so that qualifications can be obtained in different times through recurrent periods of study.

#### Areas of common concern

Recurrent education will necessarily develop in different ways in different countries. The Ministers note that, according to national circumstances, the following forms of action may be envisaged:

- Ensuring a greater measure of educational and social equity;
- the provision of adequate means of financial and social support for the individual, incorporating the principle of positive discrimination;
- the introduction of active policies to reach the socially and educationally disadvantaged and to encourage them to benefit from educational provision;
- the introduction of new methods and technologies, and policies for distributing and locating educational facilities, so as to reach outlying communities.

Coordinating policies for education, social welfare and employment:

- the introduction of arrangements for the coordination of education, social welfare and employment policies and for consultation between social partners;
- the further development of measures which give the individual the right to take paid educational leave.

Redeploying educational opportunities and resources:

- the establishment of the right and the opportunity of the individual to resume education in later life, and also of the role of the public authorities in securing the effective exercise of this right;
- the development of a coherent system of financing youth and adult education, and the establishment of a proper balance between the two.

#### Future international cooperation

- The ministers resolve that national arrangements for the implementation of recurrent education should be studied and planned wherever possible in the light of the collective experience of member countries.
- The ministers note the complementary nature of the work carried out by OECD and the Council of Europe in this field, as illustrated by their contributions to the Conference. They would welcome further exploratory work based on the conclusions contained in the OECD report, and on the Council of Europe's project for the concerted evaluation of practical innovations, with a view to the further refinement of policy concepts in cooperation with all interested parties. They look forward to the continuation and strengthening of the projects and activities which have formed the basis of the two analytical reports.

#### Resolution 2/1975 on The Education of Migrants

The European Ministers of Education, at the Ninth Session of the Standing Conference,

Recalling that at their Seventh Session (Brussels 1971) they agreed to convene at Strasbourg an *ad hoc* Conference at which attention would be given to problems relating to the education and training of migrants, both adults and adolescents, and to the schooling of migrants' children.

Noting that this Conference took place under the joint auspices of the Council of Europe and of the Standing Conference of European Ministers of Education, from 5 to 8 November 1974, under the title '*Ad hoc* Conference on the Education of Migrants',

Noting further that this Conference was attended by representatives of eighteen of the States signatory to the Cultural Convention of the Council of Europe, and of Portugal; by observers from the International Labour Office, Unesco, OECD, the European Communities and the Intergovernmental Committee for European Migration; and by the Special Representative for migrant questions of the Council of Europe, in addition to a representative of the Council of Europe's Parliamentary Assembly,

Thank the Council of Europe for its able and efficient organization of the Conference, as well as all those associated with its preparation and conduct;

Commend to member Governments the conclusions and recommendations of the *ad hoc* Conference, which reflect a conviction that the time has come to move on from analysis and appraisal to the widespread application of practical measures on behalf of migrants and their families, beginning in particular with bilateral initiatives;

Recommend therefore that, to the greatest extent possible, member Governments initiate and/or promote practical arrangements designed to achieve the following aims:

- (i) guaranteeing and/or promoting access to education, and equality of opportunity;
- (ii) giving migrants and their children, through the necessary incentives, an opportunity to acquire an adequate knowledge of the language and culture of both the host country and the country of origin with a view to developing their personalities; and providing them with such forms of general and technical training, including permanent education facilities, as they need for satisfactory adjustment to and integration in the new environment, while retaining opportunities for reintegration in the country of origin;
- (iii) making provision in the field of general education and vocational training for the benefit of the children of migrants at all age levels, including such measures as:
  - the creation of 'reception' and 'special' classes to facilitate integration in the new social environment,
  - the supply of text-books free of charge in the same way as for local children,

- the award of grants or scholarships for secondary, tertiary and vocational education, in the same way as for local children,
- in the interest of pupils, the general use of a standard school career record,
- the training of teachers, educators and 'animateurs',
- the mutual acceptance of certificates issued at the different levels of compulsory education,
- the promotion of participation by parents in school activities;

- (iv) officially recognizing and encouraging the contribution of the private sector (e.g. industry and recognized voluntary service organizations): to avoid dispersal of resources and effort, action should be coordinated at national level, for instance by setting up joint committees of representatives from responsible bodies working on behalf of migrants and their families;
- (v) making adequate resources available for research into and experimentation with methods of:
  - promoting the linguistic education of migrants and their families (in particular through a study of optimum periods for assimilating the language and culture of the country of origin) as well as their vocational and general education,
  - helping them to adapt to the new social environment in which they find themselves,
  - improving the supply of information to them.

Such research and experimentation, as well as the dissemination of the findings, should be made the subject of international cooperation.

The Ministers recognize that the role of the competent international organizations active in this field is of considerable and growing significance.

In addition to their general tasks of informing and stimulating national efforts — and, where appropriate, coordinating such efforts — they have in several cases been asked to initiate specific action programmes. If such programmes, which should be more fully coordinated, were to be expanded, the organizations concerned should be provided with the necessary resources. They request the international organizations to include in their reports to the Tenth Session an analysis of measures taken as a result of this Resolution.

The Ministers also recognize that many of the problems raised by the education of migrants and their children cannot and should not be dissociated from their economic and social context. They note that the *ad hoc* Conference laid stress, amongst other things, on the need gradually to reduce the period during which the families of migrants are separated, and on the need to provide them with access to subsidized housing and social security benefits. They agree to draw the attention of their government colleagues responsible for such measures to the importance of these considerations.

### Resolution 3/1975 on International Educational Cooperation

The European Ministers of Education, at the Ninth Session of the Standing Conference,

Bearing in mind the functions and working methods of the Standing Conference, as defined in Brussels Resolution No 3 (1971),

Recalling their affirmation in this Resolution of the autonomy of the Standing Conference,

Stressing the need to promote the most effective use of the total resources devoted to multilateral educational cooperation, in the general interest of all its member countries,

Adopt the following statement:

- (i) The Ministers thank Unesco, OECD, the Council of Europe and the European Communities for their contributions to the progress report on international educational cooperation. They particularly thank the Nordic Council of Ministers for contributing to this report for the first time, and they take note with especial interest of the far-reaching concept of cooperation as defined in the Agreement on Nordic cultural cooperation. They would welcome the preparation of a similar report for the Tenth Session.

The Ministers note with satisfaction the examples of growing inter-organizational collaboration mentioned in the introductory chapter of the progress report. They look forward to further developments in this direction, especially in regard to the planning of future activities. They invite the international organizations to pay particular attention to this aspect of their programmes in their reports to future Sessions of the Standing Conference.

- (ii) While appreciating the advantages of having a plurality of frameworks for European educational cooperation, the Ministers are also aware of the risks of duplication of effort and dispersal of resources. To obviate these risks, they consider it essential that:
  - each organization should make its own distinctive contribution to the total pattern of multilateral cooperation, in accordance with its characteristics, aims, constitution and working methods;
  - proper arrangements are made to ensure that the educational programmes of the organizations are genuinely complementary;
  - there is adequate coordination of policies within national administrations towards international educational activities.

Further developments along these lines would help towards a more effective concentration of effort and functional specialization.

(iii) Pursuant to Brussels Resolution No 3 (1971) the Ministers consider that, at the present juncture, the following aspects of the role and operation of the Standing Conference should be emphasized to:

- define political priorities for European educational action and cooperation;
- provide a forum for reflection, dialogue and exchange of views on fundamental educational issues of common concern.

(iv) In addition to the lines of action indicated in their Resolutions on recurrent education and on the education of migrant workers and their families, the Ministers identify the following priority areas for European action and cooperation:

- pre-school and primary education;
- the school in its relations with the community;
- lower secondary education;
- attitudes to the study of science and technology.

(v) The Ministers accept with pleasure the invitation of the Turkish Minister to hold the Tenth Session of the Standing Conference in his country in May 1977. The theme will be: 'The school in its relations with the community'.

The Ministers also accept with pleasure the invitation of the Minister of Education for the Netherlands to hold the Eleventh Session in his country in June 1979, this being the twentieth anniversary of their first meeting in The Hague.

The Ministers decide to convene in Strasbourg at the earliest convenient opportunity an *ad hoc* conference on the subject of attitudes to the study of science and technology.

(vi) The Ministers instruct the Committee of Senior Officials to:

- make arrangements for an *ad hoc* Session, in consultation with the international organizations;
- develop more effective procedures for the organization and conduct of their debates;
- make arrangements for an *ad hoc* conference, in collaboration with the Council of Europe and other interested organizations, on the subject of attitudes to the study of science and technology.

Source:

Council of Europe Information Bulletin No 3/1975.

Strasbourg: The Director of Education and of Cultural and Scientific Affairs.

## FEDERAL REPUBLIC OF GERMANY

### VOCATIONAL TRAINING AND EMPLOYMENT OF THE DISABLED

A revised version of the Act covering vocational training and employment of handicapped persons was published on 29 April 1974 (Neufassung des Schwerbehindertengesetzes).

Anyone with a mental or physical disability which decreases their working performance by more than half is now classed handicapped.

The new law stipulates that 20 % of the workforce of private and public companies employing more than 16 people have to be disabled and at least one of these must have a working performance of less than 20 % or be over the age of 55.

Firms have to keep a register of handicapped employees and representatives from the welfare authorities and the Federal Labour Office (Arbeitsamt) must have access to this. They must also examine any vacant positions in order to establish whether the work could be carried out by a disabled person and, if so, the firm should consult the handicapped person and his spokesman (Vertrauensmann) before any firm offer is made. The employer must ensure that the work given to a handicapped person should be within his capabilities. He must also provide adequate facilities and pay special attention to the safety of machines and tools used by handicapped people. Furthermore, all possible technical and mechanical aids should be at the disposal of the disabled person.

According to the law, the handicapped person is protected against wrongful dismissal and he/she can be given notice only after approval by the welfare authorities.

The new Act also bans overtime work for handicapped people and gives them the benefit of one extra week of paid holiday per year.

A compensation fee (Ausgleichsabgabe) is levied from employers who do not employ handicapped people. However, this does not exempt the employer from employing handicapped persons. At present the fee is DM100 per month for every handicapped employee. Companies which employ less than 30 people can be exempt from payment for periods during which the majority of the posts provided for handicapped persons remain unfilled, due to lack of trained handicapped people in the area in which the company is situated. The fees are submitted annually to the principal welfare authority (Hauptfürsorgestelle) of the area concerned, and are used for educating and training disabled people and assisting them to find suitable employment and, under certain circumstances, giving financial aid.

Administration costs must not be met from this money. Each principal welfare authority is responsible to an Advisory Committee for the Disabled (der Beratende Ausschuss

für Behinderte) for the way the money is spent. The Committee consists of ten members:

- two representatives from employees,
- two representatives from employers one of whom is from a public authority,
- four representatives from organizations for disabled people,
- one representative from the Land,
- one representative from the Land labour office (Landesarbeitsamt).

40 % of the compensation fee has to be transferred into a compensation fund (Ausgleichsfond) which will be administered by the Ministry of Labour and Social Affairs (Bundesministerium für Arbeit und Sozialordnung) and in the last instance the government decides on the actual budgeting of the fund.

The importance of setting up more workshops for disabled and blind people is emphasized in the new legislation. This would allow proper training for various occupations in industry to be given and the workshops would be open to all handicapped persons, irrespective of the gravity of the handicap, provided he/she is able to perform a minimal task.

Workshops for those who would like to train for the public utility sector will have to be recognized by the Ministry of Labour and Social Affairs (Bundesministerium für Arbeit und Sozialordnung) in agreement with the Ministry of Trade and Industry (Bundesministerium für Wirtschaft).

Firms which employ handicapped people undergoing workshop training may deduct 30 % from their annual compensation fee.

In addition to the law on vocational training and employment for the handicapped a law on Rehabilitation Benefits was passed on 20 June 1974 (Gesetz über die Angleichung der Leistungen zur Rehabilitation) and came into force on 1 October 1974. In accordance with this law all disabled people will be entitled to extensive medical and occupational help irrespective of the cause of their disability.

The new act also puts medical doctors under an obligation to report known cases of disability to the social health authorities (Krankenkasse). In this way it is hoped that around 90 % of all disabled people will immediately be included in rehabilitation schemes and long waiting periods consequently abolished. The main points of the law are as follows:

1. medical and occupational rehabilitation benefits for all disabled people,
2. sickness benefits for all disabled people,
3. benefits should not be less than 80 % of the last regular gross income,
4. the financial benefits should be indexed and reviewed annually,
5. the disabled should be entitled to social security benefits during the rehabilitation period.

Source:

1. Sozialpolitische Informationen 3-4/74 Jahrgang VIII/24.
2. Ministerialblatt des Bundesministers des Finanzen und des Bundesministers für Wirtschaft Nr. 13, 5 Juli 1974.

### FACILITATING UNIVERSITY STUDIES FOR FOREIGNERS

In a resolution of 7th November 1972 entitled Regulations for foreigners studying in the Federal Republic of Germany (FRG) (*Grundsätze zum Studium von Ausländern in der Bundesrepublik*) the federal Committee of Vice-Chancellors promoted study facilities for foreign students at universities in the FRG, since this was seen as an essential part of the international relations between universities and also of federal educational and cultural policies. The conditions of stay for foreign students were also laid down in the same resolution.

During a plenary session of the Vice-chancellors on 4th February 1974 it was decided to make recommendations for the establishment of better relations between universities and domestic and foreign representatives of foreign student affairs, (*Gegenseitige Konsultation der Hochschulen und der in- und ausländischen Hochschulangehörigen*). The main recommendations are given below:

1. To improve the conditions of stay for foreign students and to ensure that they are consistent and that the students will be granted a residence permit for the period necessary for them to complete their studies.
2. To help foreign students to adjust to life in the FRG by publishing leaflets about laws, regulations and social conditions and to have these translated into the most common modern languages.
3. To ensure that governments of other countries provide sufficient financial support for their students during their stay in the FRG. It must not be necessary for students to work in order to support themselves and, they will be allowed to take up only a job which has direct value for their studies.
4. Students should be given sufficient assistance by their own governments to enable them to commence their university studies at the required time. Furthermore, governments should ensure that students have valid personal documents during their stay in the FRG and that they will not have to interrupt their studies because of, for example, compulsory military service in their home country.

These recommendations also affect foreign university staff with teaching or research positions.

Source:

Information 3-4/141 Mai 1974.

### THE INTRODUCTION OF THE FIVE-DAY SCHOOL WEEK

On 27 February 1975, the Land Parliament of North Rhine-Westphalia adopted an amendment to the Schulpflichtgesetz (law on compulsory school attendance) setting out the legal bases for the introduction of a five-day school week to replace the six-day week (Monday to Saturday, inclusive) of morning lessons only.

According to the new regulation (Richtlinien für die Einführung der 5-Tage-Woche an Schulen) lessons can be spread over a five-day week as long as this does not disrupt the even division of the pupils' weekly timetable. The regulation also provides guidelines governing the activities of teachers, pupils and educational establishments. Individual schools can introduce the five-day week provided they have the approval of the obere Schulaufsichtsbehörde (education authority) and the Schulträger (school finance board). The Kultusminister (Minister of Education) can introduce the five-day week by stages, or for individual school levels or types of school, if this does not disturb their internal organization.

Source:

Der Kultusminister des Landes Nordrhein-Westfalen, April 1975.

### FRANCE

#### ANIMATEURS IN FURTHER AND ADULT EDUCATION

On 2 January 1975 a circular was issued by the Ministère de l'éducation nationale (French Ministry of Education) for the attention of the recteurs of the 24 académies in France. A recteur, in addition to being the head of an académie (regional authority for secondary education), is also responsible for adult education in his region and this circular defines his responsibilities concerning the recruitment, training, allocation and working conditions of 'animateurs'. An animateur is a member of a team of trainers who work under the direction of the recteur. He or she is required to master all aspects of training, since he/she has to participate in drawing up training programmes, stimulate ideas and discussions among teams of teachers and instructors and, moreover, help these teams with relevant advice and evaluate their methods and results. The animateur works almost invariably in conjunction with a group of teaching establishments as a technical adviser, participating in the planning of further education policies, researching and instigating training programmes for which the group is responsible and in whose name he acts. Also, he has to ensure that training schemes correspond both to the applicant's need and to what the establishment can provide. The recruitment of trainee animateurs takes two main considerations into account:

- (a) the need for people who can assume their functions immediately after the training period;

- (b) the priority requirements of the académie concerned.

Desirable qualities include first-hand experience of working conditions in commerce and of training adults, and a capacity to innovate and stimulate teams of teachers.

The primary objective in the training of animateurs is to extend their professional capabilities and experience. The training must therefore be of a complementary nature to allow them to follow the training programme while actively working as animateurs. Initial training lasts for one academic year, during which animateurs are given the opportunity to study special subjects to ensure greater basic knowledge and to exchange experience gained. After the first year, training will follow lines determined by the requirements of industry, educational establishments and the académie.

Subjects studied in the training programme include:

- existing law and rules relating to, and institutions involved with, further vocational training;
- a consideration of principal public and private partenaires (associates) and their relationship with the Ministère de l'éducation;
- administrative and financial structures and procedures;
- regional economy and the employment situation;
- business economy and staff functions.

Animateurs also receive instruction in training methods, which covers the learning process in adults, teaching technology, needs analysis, the planning of training programmes and techniques of discussion and negotiation.

The training of animateurs takes place in centres intégrés de formation de formateurs et d'animateurs — CIFFRA (training centres) — which come under the authority of the recteur.

Source:

Circulaire No 75-004 du 2 janvier 1975. SIDA No 248, Décembre 1974.

#### TRENDS IN INITIAL VOCATIONAL TRAINING IN 1975

Current legislation relating to initial vocational training, whether provided in school or by company apprenticeship, dates from the laws of 16 July 1971. The only changes in 1975, as in the previous four years, have taken the form of supplementary measures (Nos 75.620 and 75.220 of 11 July) and extension of existing lines of action. These measures will have direct bearing on occupational training, but will not come into effect in 1975.

Foremost among these new measures is the introduction of a system for coordinating education and career structures, and a central feature of this system was the



setting up of 19 Commissions professionnelles consultatives (Career Advisory Committees) to cover all sectors of professional activity. The principal objective of these committees is to ensure the national economy of training schemes which are suited to its needs and whose continuity can be guaranteed. The committees started work in 1974 and the first meetings were devoted to examining the educational reforms put forward by the Ministère de l'Éducation (Ministry of Education), with special attention being given to their effect on the teaching of technical subjects.

The form of future training schemes will be influenced by two important government policies:

- (1) updating the French educational system in accordance with the new July law;
- (2) re-evaluating manual jobs (a priority problem in a period of slow economic growth).

These two policies share a common goal in that they both underline the convergence of economic and social problems. The key principles for updating of the French education system are contained in law No 75.820 which was passed in July 1975. They include ensuring:

- (a) equality of opportunity;
- (b) a balanced training programme;
- (c) a maintained standard of technical and occupational instruction.

This last aspect is developed in the law, which stresses that the educational value of technical studies should be rated equal to that of general studies on all points, and that the full social and cultural worth of technical qualifications and manual jobs should be recognized. Moreover, means of active contact with the domains of technology, manufacture and production should be included in the timetables of all schoolchildren. These children should also be helped towards judicious selection of a skill or profession by aptitude tests, optional assessment panels and organized in-company information schemes.

Following the Conseil de planification (planning council's) declaration of 6 July 1975, relating to the re-evaluation of manual jobs, the Ministre du Travail (Minister for Employment) has underlined that the improvement of manual labour should not be seen only in terms of the prevailing set of economic circumstances. If these are given too much importance, reforms may never take place. Structural reform, social change and circumstantial pressures should be viewed as three separate phenomena. For the Minister, the re-evaluation of work means reducing inequalities by improving the individual's working conditions. Reassessing manual work is an important step in breaking down the caste system that still prevails in industry and it would make employment in this area more attractive. The prime motive, though, is to re-establish a certain dignity in these jobs and encourage the worker to become more fully absorbed in his work. Evidently the measures pre-

pared by an expert advisory group on job reassessment will strongly influence vocational training in schools.

#### **Development of new methods and techniques**

In methodology two types of research are under way:

- (1) continual assessment of abilities;
- (2) link courses (*enseignement alterné*) which are growing more popular with courses for *certificats d'aptitude professionnelle* — CAP (certificates of professional ability).

Changes in the examination system and in the award of diplomas have meant that already 450 adults have received the CAP diploma by continual assessment. 13 collèges d'enseignement technique are experimenting with courses leading to CAPs and BEPs (*brevet d'enseignement professionnel* — diplomas of professional instruction) in metallurgy, the building trade, the administrative, commercial and services sectors up to CAP and also BEP level using continual assessment. Experimentation and observation has been directed, in particular, at working out operational objectives for the different subjects and at determining exactly what the student is capable of once he has the diploma. Since the scheme was introduced in 1973 the number of successful candidates has risen by between 5 % and 7 %.

Since the 1971 law, training institutions, in particular Centres de formation d'apprentis (apprentice training centres), have been established with the aim of making apprenticeship a normal part of vocational training, allowing young people to train for diplomas with the same chance of success as their colleagues in Centres d'enseignement technique (technical schools). The Centre de recherche pédagogique des enseignements technologiques — CRPET (the Centre for didactic research in technical education) has organized study groups whose aim is to lay down the format for broad-based teaching in the lycées techniques (technical schools). It is expected that this will give the students more motivation, avoid grade-repetition and consequently lighten the timetable.

The law on 11 July 1975 also introduces the notion of a two-year observation period followed by a two-year guidance phase for all students entering secondary schooling. It is intended to strengthen the general education of those young people entering a career, while providing at the same time a grounding in general and vocational studies, which may be taken up later.

#### **Teacher training**

Recruitment of instructors for *techniciens* (technicians) and *techniciens supérieurs* (higher technicians) level is raised to the same status as that of teachers in general education. In 1975 instructor qualifying examinations were started in civil, electrical and mechanical engineering.

## **ILO**

### **INTERNATIONAL RECOMMENDATIONS ON VOCATIONAL TRAINING**

In June 1975 at the sixtieth session of the General Conference of the International Labour Organization a Convention<sup>1</sup> was adopted, concerning vocational guidance and training, which will be known as the Human Resources Development Convention.

Each member country of the International Labour Organization which ratifies the convention will be required to plan its various vocational training policies and programmes in such a way that they can be coordinated. Measures are envisaged which will provide training whenever necessary throughout the worker's life. Training policies and programmes will be backed by vocational guidance systems that can channel workers in the directions where they can best use their abilities and are most needed. Schoolchildren and young people in particular should be helped to gain an appreciation of the value and importance of work and an understanding of the world of work as well as familiarizing themselves with the conditions of work in as broad a range of occupations as possible.

A recommendation<sup>2</sup> was also adopted which will be known as the Human Resources Development Recommendation. This supersedes three earlier recommendations and is designed to encourage countries to modernize their vocational training and guidance policies and programmes, so as to promote job satisfaction and to create a labour force that is able to adapt to today's changing conditions.

The recommendation urges members to make full use of the mass-media, mobile training units, correspondence courses and other self-instruction programmes in the provision of training. For young people with little or no work experience the recommendation suggests that training programmes include general education, which would combine practical training and related theory, as well as supervised initiation into a real work situation.

On-the-job training should be arranged as an integral part of training courses and the recommendation stresses that workers in this situation should receive adequate allowances or remuneration as well as being covered by the social security measures applicable to the organization's regular work force. It also states that workers receiving training off-the-job should be granted educational leave in accordance with the terms of the Paid Educational Leave Convention and Recommendation.<sup>3</sup>

<sup>1</sup> Conventions are instruments which not only set standards of achievement but which, when ratified, create binding international obligations for the country concerned.

<sup>2</sup> Recommendations do not create international obligations but are essentially guides to national action.

<sup>3</sup> Convention 140. ILO, 1974.

The recommendation makes special mention of vocational guidance and training programmes in rural areas, in declining industries and in newly-emerging ones. Particular groups of the population also receive special attention, such as those persons who left school early, older workers, linguistic and other minority groups and disabled persons. Provisions for measures to promote equality for men and women in employment and society as a whole are also included.

In addition to the above recommendation the General Conference also adopted a convention and recommendation on the promotion of equality of opportunity and treatment of migrant workers and the improvement of their living and working conditions. Countries should help migrant workers to be reunited with their families, take measures to prevent health risks to which migrant workers may be exposed, and give them and their families social service benefits under the same conditions as nationals of the country of employment. Provisions for obtaining unemployment benefits, residence permits and alternative employment are also covered.

Two further resolutions were also adopted at the Conference. The first, adopted on 24 June 1975, concerned the professional adaptation and social reintegration of handicapped people. The Conference felt that the employment prospects for

these people could be considerably improved, thanks to technological innovations. It invited all Member States:

- (a) to recognize that it is the right of every individual who so desires to benefit from readaptation and vocational training;
- (b) to anticipate the integration of disabled persons into general systems of training and employment and the setting up of special services to help the seriously handicapped.

It also invited all public authorities, and employers' and workers' organizations to provide handicapped people with the maximum opportunity to practice, obtain and hold down a suitable job.

The Conference requested the Director of the International Labour Organization to compile information for all interested Member States on technical experiments, legislation and research in the field of social integration and professional readaptation, in order to improve the efficiency of the services for the handicapped. It also requested the Director to give the highest priority to programmes of social integration and to inform the Administrative Council of the International Labour Organization as soon as possible of the measures taken in this field.

The second resolution, adopted on 25 June 1975, called on all Member States to take specific action, within the framework of their national development programmes, to promote equality of treatment and opportunity for women workers in education, training and employment, and to set up efficient machinery on a tripartite basis and with the participation of women themselves, for planning, stimulating and evaluating this action.

*Source:*

Text of the Convention concerning vocational guidance and vocational training in the development of Human Resources, submitted by the drafting committee. No 28A.

Text of the Recommendation concerning vocational guidance and vocational training in the development of Human Resources submitted by the drafting committee. No 28B.

Text of the Convention concerning migrations in abusive conditions and the promotion of equality of opportunity and treatment of migrant workers submitted by the drafting committee. No 34A.

Bulletin officiel, No 15, 1975.  
International Labour Conference, Genève, 1975.

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## TRAINING OF ADULTS

273. PROBLEME DER ERWACHSENENBILDUNG. (D). Problems in adult education, by Klaus Bergman and others. Edited by Gudrun Guntheroth. Hanover: Schroedel Duisterweg Schöningh Verlagsunion für neue Lehrmedien, 1973. 128 pp.

This publication is based on a 12-part broadcast, 'Problems in Adult Education', produced by the Hessischer Rundfunk (Hessian Radio) and Sender Freies Berlin - S.F.B. (Radio Free Berlin). It is intended to provide the reader with information on the various possibilities for further education, and to confront him with the problem of how far educational goals such as equal opportunity, scientific training for all and critical creativity can be realized.

274. DEVELOPING INTERACTIVE SKILLS, (UK) edited by Neil Rackham, Peter Honey and Michael J. Colbert. Guiltsborough: Wetters, 1971. 191 pp. £4.00.

This is an account of developments in the field of man-management which have taken place within the last three years in BOAC and international Computers Ltd. It is essentially a case study of the way in which these two companies developed their ideas during this time. Following this early developmental work the authors have built up further experience in several companies in Britain and abroad.

275. PERSONNEL AND TRAINING MANAGEMENT YEARBOOK AND DIRECTORY 1975, (UK) edited by G. Terry Page. 3rd ed. London: Kegan 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.

276. THE TRAINING OF CLERICAL STAFF. (UK) London: Electricity Supply Industry Training Committee, 1974. 32 pp. £0.15. (Recommendation 35).

The recommendation supersedes *The General Training of Clerical Staff* (recommendation 4). Apart from offering a pattern of training for general clerical work and another for specialized clerical work, the recommendation offers guidance on the identification of training needs and successful training methods.

277. A SELECT BIBLIOGRAPHY OF ADULT EDUCATION IN GREAT BRITAIN. (E), edited by Thomas Kelly. London: 3rd ed. National Institute of Adult Education, 1974. 220 pp. £4.60.

The emphasis is still primarily on non-vocational adult education but more space has been given to further and technical education in this edition. The usual sections on social and educational background, history and organization of adult education, theory and methods of teaching include new sub-sections on the Open University, youth work, immigration, adult education for the handicapped, correspondence education, comparative adult education, management education, social work education and literacy education. Author and subject indexes are provided.

278. GREECE: ADULT EDUCATION. (E). E.K. Townsend Coles. Paris: Unesco, 1974. 46 pp. (Serial No 3019/RMO RD/ESM).

In January 1972 an expert was appointed by Unesco to advise the Greek Government on the preparation and implementation of a five year plan for the development of adult education in Greece. To assist the expert four Fellows were appointed in other European countries and this report summarizes their findings and includes a review of adult education in Greece at the time (1973) and proposals for a development programme to be submitted to the Greek Ministry of Education.

279. GOVERNMENT SUBSIDIZED ADULT EDUCATION IN SWEDEN. (E), by Berndt Johansson. Stockholm: The Swedish Institute, 1973. 51 pp.

The purpose of this booklet is to describe the current status of adult education in Sweden, as well as to provide a picture of the reforms planned and undertaken in this field. The forms of adult education discussed in this booklet include

labour market training, educational associations, Folkhögskolar (folk high schools), national and municipal adult schools, educational broadcasts produced by the Committee for Television and Radio in Education, and the programmes produced by the central trade union confederations and their affiliated national unions. The forms of adult education discussed here are those which receive subsidies from the government. There is a brief discussion of a new system by which adults, lacking formal requirements, are given access to university level education.

280. JUGENDLICHE OHNE BERUFS-AUSBILDUNG-IHRE HERKUNFT, IHRE ZUKUNFT. (D). Young people without vocational training - their background and future. Klaus Schweikert and others. Berlin: Bundesinstitut für Berufsbildungsforschung (BBF), 1975. 425 pp. (Schriften zur Berufsbildungsforschung 30).

Every year approximately 80 000 young people in Federal Germany leave school with little vocational training and enter employment as unskilled workers. Their working lives henceforth will be dominated by low ages and high rates of unemployment whilst they themselves can do little to improve the situation. The Bundesinstitut für Berufsbildungsforschung (German Federal Institute for Research in Vocational Training) has adopted the cause of these young people and is determined to reduce their number. The articles contained in this book consider the problems of young people without training. A number of authors have contributed and the study is to form the basis of a research project, headed by Klaus Schweikert, on basic vocational qualifications. Various chapters are devoted to analyses of the situation in certain regions and proposals are put forward to improve it.

## TRAINING OF WOMEN

281. EQUALITY OF OPPORTUNITY AND TREATMENT FOR WOMEN WORKERS. (E). Geneva: International Labour Office, 1974. 124 pp. (Report VIII. International Labour Conference 60th Session 1975).

The question of equality of opportunity and treatment for women workers has been placed on the agenda of the 1975 Session of the International Labour Conference for general discussion. This report was prepared as a basis for this discussion. It is thus necessarily of a rather general character. It seeks, on the basis of recent developments in different parts of the world, to identify some of the main difficulties of promoting and achieving equality of opportunity and treatment for women workers and to suggest some of the main ways by which these difficulties may progressively be overcome. The report is based in a large part on a preliminary report, 'Women Workers in a changing world' (1973).

282. **LE TRAVAIL ET LA FORMATION DES FEMMES EN EUROPE** (F), Work and the training of women in Europe, by Françoise Lantier. Paris: La Documentation française 1972. 67 pp. (Bibliothèque de Centre d'études et de Recherches sur les Qualifications. Vol. 4. October 1972).

As industrialized countries accelerate their economic and social development one observes a growing participation of women in professional life. This book considers on the one hand, the preparation of young girls for professional life and, on the other, their entry into a career structure. The book outlines an attempt to harmonize educational systems but from the point of view of work, entry to certain occupations is still restricted.

283. **TECHNISCH EN BEROEPSONDERWIJS VOOR MEISJES**. (NL). Technical and vocational education for girls. Nationaal Verbond van het Katholiek technisch onderwijs. Brussels: Licap, S.V., 1973. 143 pp.

This is a report of a three-year study of vocational education for girls in Belgium, undertaken by the Nationaal Verbond van het Katholiek technisch onderwijs (Belgian Association for Catholic Technical Education). The document is seen as a basis for the preparation of a national development programme in the education of girls. The changing status of women in today's world is dealt with at length. Other aspects covered are: various types of schools, curricula for Flemish-speaking and French-speaking pupils, supply and demand of women on the labour market and development of the personality. A large number of statistical tables is included.

284. **EQUALITY FOR WOMEN**. (E). White Paper presented to Parliament by the Secretary of State for the Home Department, September 1974. London HMSO, 1974. 27 pp. £0.22 (Cmnd 5724).

This is the British Government's main legislative proposals for promoting equality of opportunity for men and women. It deals with unfair discrimination against either sex, covers employment, training and related matters, education, housing and the provision of goods, facilities and services to the public.

285. **WOMEN AND WORK. A REVIEW**. (E), Department of Employment. London: HMSO., 1975. 64 pp. (Manpower Paper No 11).

The third in a series of Manpower Papers prepared by a study group in the Research and Planning Division of the Department of Employment to provide background information on various aspects of the employment situation for women and of the prevailing attitudes to women's employment of employers and of women themselves. Certain chapters examine closely some practical issues that

arise for women who work and run a home and for women who interrupt employment and return to work later.

#### TRAINING IN INDUSTRY

286. **QUALIFIZIERUNG VON AUSBILDERN ZU PADAGOGEN ?** (D). Trainers as educationalists. By Winfried Schulz and Herbert Tilch. Schriften zur Berufsbildungsforschung, Band 29. Hanover: Hermann Schroedel Verlag KG, 1975. 352 pp.

This is a contribution by the Bundesinstitut für Berufsbildungsforschung (German Federal Institute for research in vocational training) towards improved methods in training industrial training officers. The institute has instigated two pilot schemes in which particular emphasis will be put on the pedagogical qualifications of the trainer. A comprehensive report of the planning of these schemes is given as well as a detailed analysis of existing study courses.

287. **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 context of the training exercise, the training input, the reaction of the trainee and the short and longer-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.

288. **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).

289. **VERSATILITY AT WORK: A STUDY OF SELF TRAINING AND AUTONOMOUS GROUP WORKING** (UK), Cambridge: Industrial Training Research Unit, 1974. 33 pp. £ 1.00.

The experiment described was begun in order to improve versatility on production by

changing training methods. Trainees in a clothing factory were encouraged to learn a variety of sewing operations so as to increase operator versatility. It was found, however, that their performance on the shop floor was affected more by the way work was organized, rewarded and supervised than by the training itself. Autonomous group working was then set up to overcome the constraining effects on versatility and attitudes of individual work organization and close supervision. Benefits accrued were greater versatility, better quality work, lower labour turnover and improved morale.

290. **DIE FACHRICHTUNGEN DER ELEKTROTECHNIK IN STUDIUM UND BERUF**. (D) Electrical engineering specialization during study and at work, by Professor Dieter Kind. *In* Informationen, N<sup>o</sup>. 17, 24 April 1974, pp 521-525, and *in* Elektrotechnischen Zeitung-Ausgabe A, Band 94 (1973), heft 12.

The author discusses the fact that the development of electrical engineering study schemes in tertiary education has not achieved its original purpose. Data has been supplied mainly from universities and the electrical engineering industry. Statistical tables are also included.

291. **THE DISCOVERY OF OFFSHORE OIL AND GAS: THE MANPOWER IMPLICATIONS. AN OVERVIEW**. (E). London: Manpower Services Commission, 1974. 94 pp. Free.

A comprehensive survey of the manpower, employment, training and mobility problems in the UK arising from the discovery of offshore oil and gas and the measures being taken to solve them. The study outlines the present and possible future discoveries and forecasts oil and gas production in the UK. The labour supply position is compared with the demands for labour thus revealing regional and national shortfalls to be made up by training and migration. Measures already being taken and proposals being discussed for meeting the training problem are examined.

#### TRAINING AND EMPLOYMENT

292. **EMPLOI ET FORMATION**. (F). Employment and training, edited by le Ministère du Travail, de l'Emploi et de la Population. Paris: Service de Publications, 1974. 168 pp.

This is the first edition of a governmental quarterly information review covering publications on employment and vocational training such as university publications, inquiries, projects, bibliographies and legal documents. In addition it gives an index of international political and economic groupings subdivided into study areas.

293. **IMPROVING SKILLS IN WORKING WITH PEOPLE: INTERACTION ANALYSIS**, (UK) by Damien A. Dyar and W. John Giles. Train-



ing Services Agency. London HM-SO, 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 different 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.

294. 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 examine 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.

295. LA FORMAZIONE PROFESSIONALE COME INTERFACCIA TRA SCUOLA E LAVORO. (I) Vocational training as a link between school and work. Quaderni di Formazione N° 1, Rome: ISFOL. (Istituto per lo sviluppo della Formazione Professionale dei Lavoratori) 1974. 94 pp.

On 14 February 1974 a seminar was held at Frascati on the problems of vocational training. This volume contains the text of the contribution of the Minister of Labour, the ground plan laid down by ISFOL and the conclusions drawn at the end of the debate by the Under Secretary for Labour. It is the first in a series of 'Training Handbooks' (Quaderni di Formazione) to be issued by ISFOL for those working in the field of vocational training.

296. GUIDELINES FOR TRAINING GRADUATE BUSINESS PROFESSIONALS AND BUSINESS TECHNICIANS. (UK) Watford: Engineering Industry Training Board, 1974. 20 pp. £ 0.40. (Booklet 20).

This booklet sets out guidelines for managers, professional business staff and training officers responsible for the first appointment training of entrants into commercial and administrative functions in companies within the board's scope. The recommended pattern of training covers induction, general training in product knowledge and business practices, and training for the job. Examples are given of each training programme.

297. JOB MOTIVATION AND JOB DESIGN (UK) by Robert Cooper. London: Institute of Personnel Management (IPM), 1974. 140pp. £ 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.'

#### UNIVERSITIES AND INSTITUTES OF HIGHER EDUCATION

298. THE BBC AND THE OPEN UNIVERSITY: AN INTRODUCTION. (E). London: British Broadcasting Corporation: 1974. 26 pp.

An introduction to the partnership which exists between the Open University and the BBC. This pamphlet outlines how this partnership works in practice. One section gives details of the structure and design of degree, postgraduate and post-experience courses, whilst another section examines the problems and possibilities of transmission and the training of production staff.

299. 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.

300. 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 organizations.

301. SECOND COLLOQUIUM OF DIRECTORS OF EDUCATIONAL RESEARCH ORGANIZATIONS. PARIS 7-9 NOVEMBER 1973. WORKING PAPERS (UK) Documentation Centre for Education in Europe. Strasbourg: Council of Europe, 1973. 100 pp.

This volume contains seven case studies for use in discussion groups by the participants in the colloquium. The first three relate primarily to the theme of the connection between research and policy; the last four relate to the theme of the effects of research in terms of innovation in the classroom.

The volume also contains two simulation papers. Each paper presents imagined issues and problems of an imaginary country.

302. LES ETUDES SUPERIEURES. PRESENTATION COMPARATIVE DES REGIMES D'ENSEIGNEMENT ET DES DIPLOMES. (F). Higher Education. A comparative study of education systems and diplomas. Paris: Unesco 1973. 549 pp.

This volume is the fifth in a collection of 'Etudes sur les équivalences internationales de diplômes' (Study of the international harmonization of diplomas). It is concerned with analysing the elements of comparability of diplomas at different stages of education at an international level. The sections contain descriptions of higher education systems and the principal types of diplomas. A table indicating the duration of various studies is also included.

#### MASS-MEDIA

303. DIE OFFENE UNIVERSITAET IN JAPAN. (D), the Open University in Japan, by Wilhem Bierfelder, Siegfried Lorcher. Tübingen: Deutsches Institut für Fernstudium (DIFF) 1973. 57 pp. (Studien und Berichte zum Fernstudium im Medienverbund, Band 2).

This book contains two articles, the first of which examines the setting up of an Open University in Japan. The second discusses this type of university as reflected by public opinion.

304. MULTI-MEDIA SYSTEMS IN ADULT EDUCATION: TWELVE PROJECT DESCRIPTIONS IN NINE COUNTRIES. (E). Munich: Internationales Zentralinstitut für das Jugend — und Bildungsfernsehen, 1971. 255 pp. (Also available in French: Systèmes multimedia dans l'éducation des adultes).

Twelve projects illustrate the use of television and radio at various levels of the educational system in Austria, the Federal Republic of Germany, France, Great Britain, The Netherlands, Poland, Sweden, Japan and the United States of America. Most of them have passed the experimental stage and are now making definite contributions to solving educational problems. Mention is made not only of their success and advantages but also of the difficulties overcome in their organization and realization.

305. AFTER FIFTY YEARS - THE FUTURE. ARTICLES AND SPEECHES ON THE OCCASION OF THE 50TH ANNIVERSARY OF EDUCATIONAL BROADCASTING. (UK) London: British Broadcasting Corporation, 1974. 64pp. Free (limited number of copies Available).

The 11 contributions reproduced here include surveys of the achievements of the last fifty years, plans for the next ten years, and discussions about recurrent education and the mass media, objectives and functions for

Open Universities, local radio, educational broadcasting for infant and pre-school children, science and mathematics on school television.

306. FERNSEHEN UND BILDUNG. (D), Television and Education (Vol. 1, 1972). München: TR- Verlagsunion GmbH. 1972. 159 pp. (also available in French; Télévision et Education, and English).

A study of television and education which is divided into four parts, the first of which describes research and various projects. Part 2 concentrates on congresses, conferences and other special events. Part 3 contains general news items and a list of authors contributing to the book. The final section describes new educational technology and its implications for the efficiency of educational systems.

307. VORSCHULFERNSEHEN. UNTERSUCHUNG VON SENDUNGEN AUS DER VORSCHULREIHE 'DAS FEUERROTE SPIELMOBIL' ERGEBNISBERICHT. (D). Pre-school television. Research into the effects of programmes from the pre-school series 'The fiery-red toy-car'. Final report. Ulrike Pfluger, Gerhard Wingert. Munich: Wissenschaftliches Institut für Jugend- und Bildungsfragen in Film und Fernsehen. 1974. 66 pp.

This investigation, carried out for the Bayerischen Rundfunk (Fernsehen), Bavarian TV Broadcasting has sought to make a contribution to the discussion on the pros and cons of pre-school television. With references to its possible usefulness as compensatory pre-school education for socially disadvantaged children, the first part of the survey makes statements on the role and value of pre-school televi-

sion in families from different social backgrounds, for this purpose determined according to parents' profession and education (3 groups). In the light of the information gathered, the second part of the investigation researched into the reception and understanding of the programmes among children according to their sex, age group and family background. A copy of the parents' questionnaire and the guide for putting questions to the children appended to the report.

308. NEW MEDIA IN EDUCATION IN THE COMMONWEALTH. (E). A Study conducted by the Centre for Educational Development Overseas and the Commonwealth Secretariat. London: Commonwealth Secretariat, 1974. 292 pp. £3.00.

This study, requested by the fifth Commonwealth Education Conference, provides a comprehensive factual survey of projects, using new media throughout the Commonwealth, and detailed studies of selected projects. The new media include the use of television and radio for educational purposes, correspondence education and any combination of audio-visual media for teaching or learning.

309. THE INDUSTRIAL FILM GUIDE (E). Edited by Helen Steadman. London: Kogan Page Limited, 1974. 219 pp.

For the use of 16 mm film for training purposes (seminars, conferences, induction, schemes, etc.). This book provides a guide covering every conceivable industrial area, from clay-cleaning, timber technology and filing procedures to network analysis, work relations and industrial relations. It lists 2 000 films with summaries of their content, information about where to obtain them, hire charges and purchase prices.

310. THE TECHNIQUES OF WRITING CORRESPONDENCE COURSES (E), by Hilary Perraton. Cambridge: International Extension College, 1973. 50 pp. (IEC Broadsheet on Distance Learning 2).

This paper attempts to define those aspects of a learning or teaching situation that can be packaged in the form of a correspondence or broadcast lesson, and those that necessarily involve contact between tutor and student. It also describes a systems approach to educational planning and course design.

311. TECHNICAL EDUCATION AT A DISTANCE. (E), edited by Jenny Fakes. Cambridge: International Extension College, 1973. 29 pp. (IEC Broadsheet on Distance Learning 4).

Four case studies are given of well-established systems of technical education by correspondence in France (Centre National de Télé-Enseignement (CNTE), Poland, Venezuela (National Institute for Cooperation in Education (INCE) and New Zealand (The Technical Correspondence Institute (TCI)). Besides showing the problems that can arise when applying the correspondence method to technical teaching, the case studies also show what can be achieved.

312. ZUR DIDAKTIK DES FERNUNTERRICHTS (D). On the didactics of distance education, by Hans Günter Haagman. Stuttgart: Ernst Klett Verlag, 1969. 199 pp.

This book attempts to integrate previous conceptions and experiences of correspondence education into a system of distance education. It examines in particular those courses which lead to an examination, and exposes the multiplicity of methods and work procedures that exist in the institutes of distance education.

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