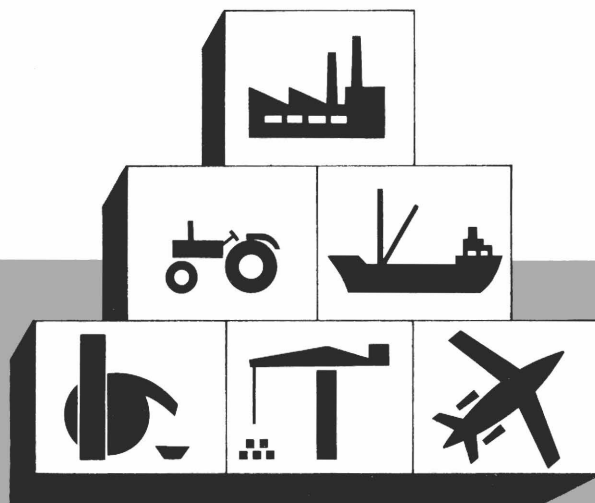


Vocational training

information
bulletin

N^o 1

MARCH 1976



vat = 0/24c

C O N T E N T S

2 Dr H. NIERHAUS

**YOUNG PEOPLE WITHOUT TRAINING
PLACES IN THE
FEDERAL REPUBLIC OF GERMANY**

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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

The present recession is strongly influencing the employment outlook for young people. Young qualified workers, school leavers and graduates have increasing difficulties in finding employment in accordance with their qualifications. At the same time several Member States are faced with an increasing excess of teachers and trainers and in some countries the introduction of *numerus clausus* for university entry is posing a problem among school leavers.

In this issue we are trying to give a general review of these problems in the Community and of measures taken or envisaged at national and Community level to deal with them. These measures will create new educational and training opportunities and therefore help to reduce the visible numbers of young unemployed in the short run; but will it solve the problem itself?

Another interesting issue on which we touch is the need for reforms in the field of education and training in most countries. France and Denmark have already passed reform laws on the entire educational system during the last months; in other Member States new draft laws and plans are prepared or under discussion.

Apology

Mrs Deborah King — the author of 'Training married women for re-entry into employment' which was published in Issue 2/3, 1975 — holds a research scholarship from AnCO and is not a full-time member of its Research and Planning Division as stated.

Young people without training places in the Federal Republic of Germany

Dr. H. Nierhaus ¹

I. — In the countries of the European Community the debate on vocational training is being held with varying degrees of commitment. Reforms, some radical, others less so, are planned or have been partly put into effect. Such discussions naturally confine themselves to the problems of 'standard training', i.e., the vocational training courses pursued by the vast majority of young people. Far less attention is devoted to what are referred to as 'marginal groups' which, though fewer in number, are faced with much greater difficulties in their training than the bulk of young people. These marginal groups include young people without training contracts, i.e., those boys and girls who are obliged to enter employment directly and not by the relatively easy transition of organized vocational training. From all this stems the obvious demand, made principally by the Trade Unions in the Federal Republic of Germany, that any deliberations on the reform of vocational training must also take into account the situation of the marginal groups and that those belonging to these groups, must be trained '... as far as possible within the framework of the normal training system ...' [1].

II. — Young employees without training contracts are those who, after completing compulsory schooling (general education usually), immediately look for a job, hence those who cannot or will not follow training in the 'dual system' (consisting of a three-year training period at a vocational training school and in industry) or who are without occupation or unemployed. This group of youngsters is extremely heterogeneous and includes handicapped and socially disadvantaged young people as well as those who have been unable to find any training vacancies or have not wanted to take out

a training contract because they would like to earn money as quickly as possible. The proportion of girls in this group is more than double that of boys. More and more children of foreign workers also belong to this group.

In spite of improvements in training methods during recent years, the situation as regards the young people in this group has hardly changed. All that has happened is that the total number of youngsters in any one year has dropped slightly. In 1960 there were 104 094 young people in this group (i.e. 18,8% of the total number of young people) whereas the number had dropped to 78 869 (or 14.6%) in 1972. 29% were girls and 10.4% were boys in 1960, and in 1972 21.4% were girls and 8.9% boys [2]. The slight downward tendency has, however, been cancelled out again by the present situation of the labour market in Germany: youngsters without training contracts have been severely affected by unemployment and their numbers have increased considerably recently. The total number amounted to almost a quarter of a million in 1974.

III. — The problems of this marginal group differ widely. The majority belong to it mainly because of socio-economic conditions, conditions prevailing in the labour market, short-comings in vocational training methods, in short: '... due to special features of their social situation ...' [3]. Their position is fluctuating and ambiguous: they are caught between the educational system and the employment system which gives rise to their characteristic problems.

Their most striking difficulties are caused by the following factors:

- a lack of maturity, which makes them unable to choose their occupation from a reasonable selection
- a marked unwillingness to learn (many leave school without any certificates)
- a lack of motivation towards regular, settled work
- the aim to earn money as quickly as possible.

Of course, the young people belonging to this marginal group need special care and motivation from teachers to encourage them. This has not been available up till now, mainly because:

- there is scarcely any opportunity for these youngsters to gain a school certificate in a vocational training school or similar
- a vocational training school cannot allow for a special work situation by offering a reasonably wide curriculum

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- a training school, to which the principle of individualization is foreign, cannot strongly influence young people with a weak motivation towards learning.

Other difficulties facing the youngsters are the following:

- training in the dual system makes it possible to qualify for a specific occupation only
- the firm does not consider the young employees to be in need of training, but simply use them as cheap labour
- there is insufficient information on conditions in the working world and on vocational opportunities
- the range of financially attractive unskilled jobs is relatively wide
- in economically underdeveloped areas the range of possible occupations is far too narrow.

IV. — The knowledge of these facts has prompted German trade unions, to put forward to the Government and society at large, such demands as will mitigate the problems of young employees and improve their occupational and social standing. These include:

- the introduction of compulsory two-year courses at a school and/or at a firm following the nine-year compulsory schooling
- the introduction of a two-year training course to acquire partial qualifications for an occupation
- individualization of the learning process, thereby providing new motivation for further learning
- the establishment of closer relationship between learning processes and job situations, since young employees are seldom motivated towards purely cognitive learning
- the opportunity to obtain school certificates during the two-year period of compulsory training
- the introduction of basic vocational training for all young people.

It seems that these demands can be met without excessive financial strain on the State and training institutions or without profound changes in the basic structure of the dual system.

V. — A number of measures have already been taken by the parties concerned, including the trade unions. They include one-year courses tailored to young people without training contracts and are set up within a framework of

full-time schooling, in order to persuade the youngsters to '... stay on for a longer period at school and in school workshops... .. thereby making a transition to basic vocational training or the dual system ...' [4].

A number of other measures designed especially for the young form part of the 'Stufenplan' (graded plan — See Information item No 77). Accordingly, a basic vocational training year is to be introduced by 1978, either within a framework of full-time schooling or by cooperation between school and firm, for school-leavers without school certificates, offering around 20 000 places. The curriculum of the basic training year will be adapted to the different learning abilities and requirements of school-leavers, so as to enable them to join a vocational training course and to create for them more favourable preconditions for taking up gainful employment.

The planned expansion and utilization of existing inter-company vocational training institutions are to be considered in the light of the problems of young workers. Here, too, training measures are being developed and, by 1978, an extra 27 000 places will become available for this group through government aid. [4]

The measures taken by the Federal government to improve the situation for young people without training contracts are welcomed by the German trade unions. The special training schemes required must enable the young to have access to specialized vocational training, to improve and safeguard their vocational and social future and have a minimum degree of flexibility. Research into vocational training must devote much more attention to these problems and relevant research projects must be initiated. Of equal importance are the demands for qualified teachers and instructors. So far, the special problems and difficulties of young people have not been given the necessary attention in current teacher training. This is true especially for training instructors in commerce or in apprentice workshops.

Therefore, it seems greater efforts are necessary on the part of the government to ensure that every young person will have an opportunity to acquire a minimum vocational qualification which is beneficial not only to himself but also to the economy as a whole.

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Information

77. Reforms in vocational training in the EEC

In the Member States, 1975 was a year of transition for vocational training of proposals and amendments that extended or strengthened the vocational training laws already in existence.

Training provisions for 16 - 19 year olds

The area most significantly affected by proposals for reform was that of secondary schooling and immediate post-compulsory school training. France and Denmark passed laws reforming their entire educational systems while Luxembourg, the Netherlands, Italy, and the Federal Republic of Germany put forward proposals towards substantial reforms of their schooling and vocational training systems. (See Table).

The French law for updating the educational system ¹ (No 75-820) is relevant to vocational training in that it stresses that vocational and technical training should be granted equal status with academic or general education. This aspect was reinforced by a government proposal whereby manual skills were to be reassessed and attributed greater value and professional status than they have at present.

A basic year in vocational training has been introduced in Denmark for young people leaving school after the ninth year. ² 40 % of teaching time during

the foundation year is taken up with general subjects, i.e. Danish, social studies, commercial subjects, mathematics, data processing and foreign languages. The foundation year is not compulsory, but is there to help school-leavers decide upon their future career through guidance and general education.

In Luxembourg vocational guidance and training is to be established for 12 to 16 years olds in the 'enseignement moyen' (middle level of schooling) with special attention being paid to genuine ability and aptitude through continuous assessment. In the Dutch government's new proposals, put forward by the Minister van Onderwijs en Wetenschappen (Contourennota) ³ the school leaving age will be raised from 16 to 18 years with the result that all pupils not continuing into an academic education will undergo either a short (2 to 3 year) course for skilled occupations or a long (3 to 4 year) course preparing the student for employment in industry and commerce. The academic stream and the short and long vocational courses will form the 'bovenschool' (upper school) and all three streams should ideally be available in all bovenscholen. This, however, comes under a more extensive reform proposal, the implementation of which will depend on the results of a 12-month nationwide consultation between teachers, industry and the rest of the population.

Following the decentralization of training responsibilities to the regions, the need for a general reform of vocational training and secondary schooling in

Italy has become more and more apparent. A little more than one year ago a new policy was outlined by the Consiglio Nazionale dell'Economici del Lavoro (National council for labour economics - see table), but none of the proposals has been made law at the time of writing. In addition, in 1975 both the Socialist and Christian Democrat parties issued proposals for the reform of higher secondary schooling.

In Germany a draft Bill to reform vocational training (Entwurf des Berufsbildungsgesetzes) is still under discussion. Its main proposals are the following:

1. to assist young people and adults by giving them opportunities for vocational training that corresponds to their abilities and capabilities in such a way that they can meet the demands of working life and become occupationally more flexible.
2. to influence the quality and development of vocational training as well as the supply of training places in such a way that these meet the requirements of the industrial development in the country
3. to contribute towards the equalization of vocational training with academic education
4. to grant financial support to industry during such periods when there is a shortage of training places and to introduce measures to guarantee a sufficient number of training places
5. to provide the prerequisites for an efficient implementation of the vocational training policies at Bund, Länder and district levels.

There has been an agreement by the Bund-Länder-Ausschuß für Bildungsplanung (Federal-Länder Committee for Educational Planning) on a series of measures which will give priority to vocational training, of which the most prominent are the following:

- (a) the extension of the basic vocational training year
- (b) the establishment of government-sponsored regional training centres

¹ See 'Vocational Training Information Bulletin 4/75.'

² Law No 313, dated 26 June 1975.

³ A shortened version of the proposals is available in English, German and French.

(c) the provision of alternatives to university education for pupils who leave school with the Abitur (A-levels).

An alternative to university education has already been introduced in the form of 'Berufsakademien' (vocational training academies - see Information item No 78).

A new apprenticeship scheme will be implemented in Ireland over the next five years. Under it, all apprentices will do off-the-job training in the first year and the old 5-year training period will be shorter by one to two years, with regular testing and special provision for new industries.

Training provisions for school leavers with no vocational preparation

New training measures to cater for unskilled young people have been intensified in nearly all Member States in an attempt to streamline the passage of school leavers on to the labour market. In the UK a discussion paper entitled 'Vocational Preparation for Young People'¹ stressed the failure of apprenticeship schemes to solve the problems of high unemployment among young people. At present 300 000 boys and girls are entering employment with little or no training and local employers can obviously not deal with such vast numbers. The paper pointed out that although local authorities have opened special courses in workshops and colleges of further education, as yet, little has been done in secondary schooling to combat the problems, and the Training Opportunities Schemes (see Issue 3/4, 1974) are still only geared to retraining programmes for adults.

The Belgian Government has passed a law (No 6228MB, dated 3 August 1975), on the training of unemployed school leavers and has put it in the hands of its Advisory Committee on Vocational Training to draw up plans. Initially, reception/guidance/training centres will be set up on a regional

basis to direct young people towards specific employment areas. In France, Germany and Italy school-leavers with no vocational preparation form a priority group and moves are underway to transfer more of the responsibility for training programmes to government-sponsored regional centres where short-term needs can be more rapidly assessed and provided for.

Training provisions for adults

Other recent changes in vocational training policies in the Member States include making the credit hours system in Belgium available to all workers under 40 years of age. The right to paid educational leave (PEL) has also been extended in France, Germany and Italy (See Issue 2/3, 1975, Information No 68). The French law of July 1971 concerning continuing vocational training covers PEL, but the actual opportunity to use this right depends to a large extent on administrative policy decisions. There is no federal law in Germany guaranteeing educational leave to the employed population as a whole. The Bundesausbildungsförderungsgesetz (Vocational Promotion Act) facilitates retraining and further training of individuals with the assistance of state grants. These grants, however, are subject to certain conditions; for example, parental and personal means tests, and they can sometimes be available in the form of loans.

At the Länder level two laws on study leave are in operation, viz. the laws of the city States of Hamburg and Berlin. According to the Hamburg law (1974) all persons whose main employment is in Hamburg are entitled to two weeks' paid educational leave per year. The Berlin law (1970) entitles young people under the age of 21 to ten working days' educational leave per year. Since November 1973, Italian metal workers have the right to 150 hours study leave every three years (see Issue 1, 1974). Following this, 15 other categories of industrial workers have obtained the same right and also housewives and unemployed persons have been included in state union-operated adult education courses.

Job-related correspondence courses for adults in nearly all countries continue to expand (see Issue 4/75, Information

Item No 74), as well as Open University courses in the UK, although the latter are of a rather academic nature. The only major development towards a legal reform to link vocational training with higher education comes from outside the EEC, in the new Swedish reform proposed in February 1975. Provisions for training other groups in society such as migrant workers and their families, women re-entering employment, handicapped people etc. have also been enlarged upon in accordance with national priority programmes of the Member States.

The Commission's role

Nearly 20 years have elapsed since Article 128 of the Treaty of Rome laid down the general objectives of a common vocational training policy. (See Table). The next major landmark was the Council's decision to establish the general principles for implementing a common vocational training policy. To apply these principles a Consultative Committee for Vocational Training has been established, and subsequently guidelines worked out for the Community development programme in operation at present were adopted by the Commission on 26 July 1971. To document and disseminate information on the evolving national and Community training patterns, the EEC vocational training information bulletin was started in 1974, and the European Centre for the Development of Vocational Training (see Issue 2, 1974) had its first board meeting in October 1975 in West Berlin. Aware of the divergent legislation and provisions for apprenticeship training, the Commission undertook an exhaustive survey in industrial, commercial, craft and agricultural enterprises in the nine Member States at the end of 1974, in order to decide possible lines of action for reforming and extending apprenticeship systems. The results are to be published shortly.

On the basis of what has been said so far, is it possible at this stage to detect in the Member States a move towards a common vocational training policy? Among the vocational training reform proposals put forward by individual states during the 1974-75 period, only one cites openly Community principles as an objective. Nevertheless, although problems in voca-

¹ Published by the Manpower Services Commission. London: May 1975.

tional training may be dealt with in different ways and solutions implemented at different speeds from country to country, in practice many common tendencies emerge (as shown in the Table). Economic considerations have made the unemployment situation, particularly among young people, a key training issue in all countries. While some of the measures to counteract this have been short-term, in the form of job creation programmes, intensified training schemes and long-

term guidance are being built into secondary education and immediate post-secondary education in most Member States. The trend towards equalizing opportunities and status of vocational training students with those of academic students has been aided by the reforms of school education, and the need for broad-based studies and language learning for all students, whether for practical or theoretical courses, is now an accepted factor in training centres as well as schools.

The new Centre in West Berlin is designed to strengthen the convergent trends which are apparent in research, documentation and experimentation throughout the Community. In addition, the new measures introduced by the Commission for greater cooperation between the Member States and Community institutions in the field of vocational guidance were received favourably by all bodies concerned.

Government laws and proposals on vocational training in the EEC

Country	Vocational training laws in operation	Implications	Government proposals 1974-76 affecting vocational training	Implications
Belgium	<p>Wet op de Kredieturen (law on a credit hour system), 10 April 1973</p> <p>Arrêté royal sur la promotion sociale (royal decree on personal development), 28 Dec 1973</p> <p>Arrêté royal relatif à la promotion des stages dans les entreprises pour les diplômés demandeurs d'emploi (royal decree for the promotion of training in industry for unemployed school leavers), 3 September 1975</p>	<p>The right to a minimum of 240 study hours per year without loss of salary or social benefits for all employees under 40 years of age</p> <p>Government grants available to all workers and employees under 40 years of age (including migrant workers)</p> <p>Three-phase training for all school-leavers between 15 and 25 years of age</p>	<p>Extension of credit hours system to include more courses and more groups of people in society. Ministry of Employment and Labour</p>	<p>1. university level courses</p> <p>2. general training for economic, social and cultural advancement</p>
Denmark	<p>Lov om erhvervsfaglig uddannelse (experimental vocational training law, June 1972)</p> <p>Lov om folkeskolen (law on comprehensive schooling), No 313, 26 June 1975</p>	<p>1. a basic vocational training year for school-leavers</p> <p>2. combined training in industry and in a college</p> <p>9 year's compulsory education plus 1 supplementary year; two years can be spent preparing for vocational training</p>	<p>Ministry of Education — proposals, May 1975</p>	<p>1. reform of training for junior and senior technicians</p> <p>2. reform of commercial training</p>
Federal Republic of Germany	<p>Arbeitsförderungsgesetz (work promotion act), 26 July 1969</p> <p>Berufsbildungsgesetz (vocational training act), 1 September 1969</p>	<p>Maintenance of high level of employment by means of a number of measures:</p> <p>1. occupational mobility</p> <p>2. integration of women</p> <p>3. integration of handicapped persons, etc.</p> <p>Reform of vocational training and retraining</p>	<p>Entwurf des Berufsbildungsgesetzes (vocational training reform), draft bill, April 1975</p>	<p>1. more vocational training opportunities</p> <p>2. equalization of vocational training and academic education</p> <p>3. implementation of vocational training policies, at Bund, Länder and district level</p> <p>4. the introduction of a grant system</p> <p>5. the setting up of a Federal Institute for Vocational Education etc.</p>

Country	Vocational training laws in operation	Implications	Government proposals 1974-76 affecting vocational training	Implications
	Berufsausbildungsförderungsgesetz (vocational promotion act), 26 August 1971	Furtherance of vocational training by the assistance of state grants. Training in enterprises and vocational trainings chools	Federal-Länder plan on vocational training to be introduced progressively by 1978	<ol style="list-style-type: none"> 1. the introduction of a basic training year to be followed by vocational training 2. the introduction of inter-company training centres 3. the introduction of alternatives to university education for Abiturienten (A level students)
France	Loi relative à la formation professionnelle (vocational training act) 16 July 1971 Loi relative à l'éducation (No 75-620) Education act, 11 July 1975.	<ol style="list-style-type: none"> 1. the right to continuing education for all employees 2. apprenticeship scheme for school-leavers 3. general guidance for technical education 4. the introduction of a levy/grant system Reform of the French educational system	Conseil de planification (planning council) — plan of 6 July 1975 Circular 21 May 1975	Reassessment of manual jobs Four-part training scheme for migrant workers.
Italy	Trasferimento alle regioni a statuto ordinario delle competenze in materia di formazione professionale (decree on regional responsibility for training) No 10, 15 January 1972. Decree on the establishment of the Istituto per lo Sviluppo della Formazione Professionale dei Lavoratori No 478, 30 June 1973.	Administrative responsibility for vocational training transferred to the regions The Institute for the Development of vocational training responsible for national planning and coordination	Vocational training policy proposals 1974 Consiglio Nazionale dell'Economia del Lavoro (National Council for Labour Economics) Socialist party proposal No 3852, 26 June 1975 Christian Democrat party proposal No 3928, 15 July 1975	<ol style="list-style-type: none"> 1. reform of upper secondary schooling 2. the introduction of retraining schemes 3. the introduction of paid educational leave 4. coordination with the EEC vocational training policies Establishment of higher secondary comprehensive schools Organizational reform of higher secondary schools
Ireland	Industrial Training Act, 1967	The Industrial Training Authority — AnCO-established. Responsible for <ol style="list-style-type: none"> 1. training in industry 2. training centres 3. apprenticeship training 	A new apprenticeship system, proposed by AnCO, 17 October 1975	<ol style="list-style-type: none"> 1. basic off-the-job training for the first year 2. retraining and upgrading 3. training for women 4. shorter training periods
Luxembourg	Loi relative à la réforme du système de l'éducation (law on the reform of the education system (including vocational training)) 1970	Three types of vocational training introduced: <ol style="list-style-type: none"> 1. full-time technical training 2. apprenticeship combined with school courses 3. indentured apprenticeship from the age of 14 	Proposals for a new training policy, 1975 made by Ministère de l'Éducation Nationale	<ol style="list-style-type: none"> 1. equalization of general and vocational education 2. the establishment of a middle level of vocational training in schools 3. vocational training for handicapped people

Country	Vocational training laws in operation	Implications	Government proposals 1974-76 affecting vocational training	Implications
Netherlands	<p>Wet op het voortgezet onderwijs (post-primary education act), 1963 — which came into force in 1968</p> <p>De leerlingenwet (the apprenticeship act), 1968</p>	<p>Reform of</p> <ol style="list-style-type: none"> 1. pre-university education 2. general post-primary education 3. vocational training 4. other forms of post-primary vocational training divided into lower, intermediate and higher <p>The introduction of 2 - 3 years training in a firm coupled with one day a week at college after lower vocational school</p>	Contourennota, June 1975	<p>Reform of</p> <ol style="list-style-type: none"> 1. basic education 2. further education, including three types of education for the 16 - 19 year olds in the upper school 3. organization 4. finance
United Kingdom	<p>Industrial training act, 1964</p> <p>Employment and training act, 1973</p>	<p>The setting up of Industrial Training Boards to improve the quality of industrial training via a levy/grant system</p> <p>Responsibility for public training was handed over to the Manpower Services Commission, which was set up on 1 January 1974. It has two executive arms</p> <ol style="list-style-type: none"> 1. the Training Services Agency 2. the Employment Services Agency 	Training Services Agency's proposals of 1975	<p>Suggestions for dealing with unemployment among the 16 - 19 year olds published in 'Vocational preparation for young people'</p> <p>Discussion documents published on 'Grouping of Skills' and 'Training Opportunities for Women'</p>
Commission of the European Communities	<p>Treaty of Rome, Article 128, 25 March 1957</p> <p>Decision of the Council, No 63-266. April 1963</p> <p>Decision of the Council, No 63-688, 30 December 1963</p>	<p>Undertaking of the Council to lay down general principles for implementing a common vocational policy</p> <p>General principles for implementing a common vocational training policy</p> <p>Advisory Committee on Vocational Training set up</p> <ol style="list-style-type: none"> 1. public vocational guidance bureaux set up to increase proportion of people receiving advice, to include regional bureaux and field services for rural areas 2. coordination of vocational guidance services to facilitate transition from general education to vocational training 3. development of interstate exchange of information and descriptions of guidance given and results achieved 		

Country	Vocational training laws in operation	Implications	Government proposals 1974-76 affecting vocational training	Implications
	General guidelines for the Development of the programme for vocational training at Community level, 26 July 1971	Guidelines for direction and extent of activities, development of information exchange and cooperation at Community level, harmonization of training levels		
	Council statement 26/27 March 1973	Recommended the introduction of an information bulletin in 1974		
	Regulation No 337/75 of the Council, 10 February 1975	Establishment of European Centre for the Development of Vocational Training		

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78. *The new German vocational training academy*

In the 1970 Bildungsbericht (education report), the Federal Government pointed out that new possibilities for further education and vocational training to those students who had successfully finished their secondary education should be created, as an alternative to university. The first attempt to realize these requirements was the establishment of Berufsakademien (vocational training academies) in 1974 in the Länder of Baden-Württemberg, Rheinland-Pfalz and Hamburg. In the autumn of 1975 two more were established in Nordrhein-Westfalen and Schleswig-Holstein. These academies were developed jointly by the state and the economic sector and were new training models for Abiturienten (post A-level students) independent of universities, and provided qualifications according to the requirements of the labour market. They all have the same basic course structure, but differ in their organization.

The basic structural principles of a vocational training academy are as follows:

- (1) The training courses involve a tightly-knit curriculum of theory and practice and take place at a college and at an enterprise. Thus, during the whole of his training period, the participant is under contract to a training firm of his choice, while at the same time studying at the academy.
- (2) The first professional qualification is obtained after two years, the second after a total of three. On the basis of a successful completion of the first grade, the Land awards the title (according to field) of Ingenieurassistent - Berufsakademie (technical assistant) or Wirtschaftsassistent - Berufsakademie (economic assistant). The third year is completed by the qualification Ingenieur - Berufsakademie (engineer) or Betriebswirt - Berufsakademie (economist).

This grading relieves the Abiturient of the 'all or nothing' risk of uni-

versity. He can choose whether to go straight to industry after the first grade or to return to the academy after a period of practical work.

- (3) The theoretical and practical training leads to a final examination with the same value as that of a university final examination. Moreover, those who have completed their studies have certain advantages over those with a traditional academic education: i.e.

- a shorter training period
- a practical induction period within a firm during his training period
- wider job opportunities, i.e. beyond activities of a predominantly analytical, organizational or planning nature
- familiarity with firms offering posts.

The teaching body is made up of university teachers, lecturers at technical colleges and vocational training schools.

Source

Dokumentation zur Bildungspolitik und Berufsbildung. Kuratorium der deutschen Wirtschaft für Berufsbildung.

Die Berufsakademie, ein berufsqualifizierender Bildungsgang im tertiären Bereich außerhalb der Hochschulen. Kultusministerium Baden-Württemberg.

79. Youth unemployment in the European Community

When unemployment rises, the young usually fare worst. The impact of almost world-wide recession came through strongly in 1974, leaving graduates and school-leavers to face the worst job prospects since before the Second World War. The Standing Committee on Employment of the Commission of the European Communities at its meeting on 3 June 1975 discussed the problem of unemployment among young people. Government experts were asked to provide reports on the situation in their countries and on measures, both taken and envisaged, to combat it.

Statistics of youth unemployment are not published by all Member States on a regular basis, and those that are available do not necessarily provide a correlated picture across the Community. For example, from the table, it can be seen that figures on young jobless people in Ireland are for the under 18 group, whereas Belgian, Danish, French and British statistics are extended to cover the under 25 group. Discrepancies in the available data do not conceal the fact that the substantial increase in the number of young unemployed is almost universally experienced, rising by more than 50 % in most Member States. Only in Luxembourg is the rate of increase much lower. In Great Britain the true position is not clear since no unemployment figures for the end of 1974 have been published, and, although statistics indicate only a 12 % rise in Italy, they are believed seriously to understate the level of unemployment of young people.

The first six months of 1975 saw falls in unemployment in France (17 %) and Germany (30 %) and only small

increases in Belgium, Ireland, and the Netherlands. This seasonal fall-off is normal, however, and does not counteract the adverse long-term trend, considering that in the first half of 1974 youth unemployment fell by 34 % in France and by around 25 % in Belgium and the Netherlands. The numbers of unemployed over the school-leaving period of July/August 1974 were still greater than the previous year.

The exceptionally high level of unemployment is considered in most countries to be a temporary phenomenon, linked closely with the economic recession. While this is now picking up, reports add the important qualification that a more deeply rooted structural problem of unemployment among certain categories of young people has been masked by the more apparent cyclical unemployment. The structural problems are likely to persist and continue to cause problems to the categories of young people involved. Employers can be more selective in a period of recession, and young people with little or no education and training qualifications will evidently come last in line. The Danish report confirms that almost a quarter of the young who left school without occupational training are unemployed. In Belgium 47 % of the unemployed under 25 comprised young people who had not passed beyond compulsory schooling. The Belgian report includes young women as another category especially subject to structural unemployment, although this does not seem to be the case in other States. The British report singles out ethnic minorities, especially children of West Indian migrants, as a particularly vulnerable group.

One of the more serious developments has been the growing 'hard core' of young persons who have been unemployed for over six months, since these individuals often find it difficult to re-integrate themselves into working life when the economy recovers. The Belgian report points to the risk of 'marginalization' of this group, and with new school-leavers entering the labour market in 1976 employers may well recruit from these in preference

to those with a long record of unemployment. The Dutch report indicates another side to the problem, citing as one of the causes of youth unem-

ployment 'a changed attitude and motivation of young people towards work'.

The gravity of the situation has led many Member States to implement measures in the form of statutory provisions for training, job-creation programmes and financial assistance to industry. Reforms and proposals with a bearing on training and employment of young people are covered in the article 'Reforms in Vocational Training in the EEC' in this Issue. What follows therefore summarizes the reports of recent actions taken by the individual states over the 1974-75 period.

Belgium

The Royal decree¹ on the promotion of in-company training courses for school-leavers seeking jobs was passed on 3 September 1975. It provides for the financial aid to be granted by the State to employers who offer employment for a probationary period to young people with school certificates.

Denmark

A report submitted to the Arbejdsministeren (Ministry of Labour) in January 1975 by a group of experts has led to the introduction of new training and job-creation measures in the public works sector. Pupils between the eighth and tenth grade are offered instruction in labour market conditions and are given opportunities to visit institutions and firms. Special training programmes are held for the lower qualified under 18 years in schools. For the financial year 1975/76 the Undervisningsministeren (Ministry of Education) and the Arbejdsministeren have been granted jointly an extra appropriation of DKr 47 000 000 to this end.

Almost all groups of university graduates have felt the pressure of increased unemployment and a number

¹ Arrêté royal relatif à la promotion des stages dans les entreprises pour des diplômés demandeurs d'emploi No 6228.MB, 3 September 1975.

Unemployed young people in Europe in 1975

Member State	Age group	Date of count	Number of young people unemployed	Proportion % (2)
Belgique	<25	30.06.74	18 564	20.7
		31.12.74	46 677	33.3
		30.06.75	50 987	31.5
		end 1975	89 224	—
Danmark	<25	23.10.74	31 635	35.6
		12.02.75	52 352	40.9
BR Deutschland	<20	31.05.74	38 706	8.5
		30.09.74	69 793	12.5
		31.05.75	86 100	8.4
		end 1975	287 373	—
France	<25	31.05.74	122 641	31.6
		31.12.74	331 480	45.8
		31.07.75	299 949	39.2
		end 1975	462 000	—
Italia	<21 (1)	28.02.74	311 870	30.4
		28.02.75	322 076	29.3
		mid 1975	369 598	—
Ireland	<18	09.08.74	512	0.8
		27.12.74	858	1.0
		08.08.75	1 032	1.0
Luxembourg	<21	31.12.74	71	50.0
		30.04.75	37	26.4
Nederland	<22	31.07.74	35 082	28.5
		31.12.74	51 697	31.7
		31.07.75	61 738	32.3
		end 1975	87 284	—
United Kingdom	<25	08.07.74	174 122	30.3
		14.07.75	436.226	42.1
		—	—	—

Source : Commission of the European Communities, Directorate-General for Social Affairs.

(1) 21 or persons that have not yet found a job

(2) Percentages of young unemployed at end of 1975 not yet available.

of trade organizations are working in conjunction with the Central Organization of University Graduates to provide supplementary trade-oriented courses for unemployed graduates.

The Federal Republic of Germany

Government measures towards curbing unemployment and providing apprenticeship places include :

- (a) assistance to enable young people unable to find employment in their own area to move to another, and
- (b) granting of financial support to increase the number of training contracts offered to young people.

At the end of last year the German government granted around one milliard marks to the Bundesanstalt für Arbeit (Federal Labour Office) to take

measures to procure work places (Arbeitsbeschaffungsmaßnahmen) for unemployed persons. With financial support from the Bundesanstalt, local labour offices will promote the construction of water supplies, nurseries, recreation grounds etc. It is hoped that about 54 000 people will be employed in this way. The Bundesanstalt is confident that the proposed measures will help to stabilize the labour market - especially the construction industry.

France

The French government has introduced a 'prime d'incitation à la création d'emploi' (a job creation premium - decree No 75-436 of 4 July 1975) to firms, in the form of a monthly subsidy of FF 500 over a six-month period for each employed young person under 25.

In addition to this, the government is financing 'stages d'adaptation' (practical experience) in industry over a period of six months for young people in training schools. It is expected that a youngster who has finished his 'stage' with a firm will be offered permanent employment in the same establishment.

Ireland

The industries mainly affected by the recession have been textiles, clothing, footwear, building and construction and allied industries. Government loan facilities were made available in early 1975 to ease problems of cash liquidity and additional money was made available at training centres to enable 2000 people (the majority under 25) to undergo training.

Luxembourg

As mentioned in the introduction, the unemployment situation for young people is not as acute as in the other countries. While the government does not look upon the present situation as critical, short-term measures are envisaged in the near future in the form of training subsidies and job creation incentives.

The Netherlands

To create more apprenticeship places, the Dutch government is paying firms a weekly sum of Fl. 60 per apprentice. Employers who offer young people part-time training places (so-called 'pseudo-arbeidsplaatsen') receive a grant of Fl. 80 per week for each training place. Gradual expansion of vocational guidance and information services is also envisaged.

To alleviate the employment problem among school-leavers, the government has decided to pay a subsidy of Fl. 45 per week to firms employing a 16-year-old, this is to cover the employer for the loss of two weekly working days, during which the 16-year-old has to attend classes. Temporary measures for work creation were introduced in January 1975. These provide for a graduated wage subsidy (Fl. 215 per week for a 16-year-old to Fl. 415 per week for a 22-year-old) to be paid to young people employed in the public works sector. By August 1000 job proposals had been accepted.

United Kingdom

The government announced new measures to alleviate the expected increase in unemployment last September, at a time when 178 000 - just under a quarter - of school-leavers were still without jobs. Four of these measures are particularly relevant to the young:

- (1) The temporary employment subsidy, introduced in August, was extended to cover the whole country. An employer who defers an impending redundancy affecting more than 25 workers receives a subsidy of £ 10 per person per week
- (2) A grant of £ 30 000 000 was allocated to the Manpower Services Commission to create 15 000 jobs by creating labour-intensive projects.
- (3) A recruitment subsidy for young people who left school before the end of July 1975 and who have not had a full-time job since. Employers will be paid £ 5 a week per head for the first 26 weeks of employment.

- (4) The Training Services Agency will receive a further £ 20 000 000 for the further expansion of training schemes with particular emphasis on schemes for young people.

Commission proposals

In order to ease the employment situation the Commission of the European Communities has already submitted to the tri-partite Social Conference (i.e. employment ministers, trade unions and employers) an overall strategy for the control of employment trends. It has also submitted to the Council of Ministers proposals relating to certain aspects of employment problems - in particular female employment and the training of migrant workers¹.

The three draft proposals in the report on the coordination of employment policies, sent by the Commission to the Council cover programmes for:

- (1) the coordination of the employment policies of the Member States
- (2) research into the labour market
- (3) the production of employment statistics and forecasts.

On 22 July 1975 the Council of the Commission decided that the European Social Fund should grant assistance to specific operations to facilitate the employment and the geographical and occupational mobility of young persons under 25 years of age who are unemployed or seeking employment.² By September 1975 the Commission had received applications from six Member States for aid. Member States already possess a wide range of instruments designed to render the labour market efficient which include:

- vocational guidance services,
- placement services,
- training services for the unskilled,

¹ See 'Vocational Training Bulletin' issue 4/75, Documentation.

² Council Decision on action by the European Social Fund for persons affected by employment difficulties - 75/459/EEC.

retraining schemes to improve occupational mobility, etc.,

Evidence suggests that the unemployed often fail to take full advantage of these opportunities either through ignorance or scepticism. The Commission's immediate priority is therefore to promote every means for informing the unemployed of the services available so that demand and supply of employment can be better matched.

Moreover, the Community employment policy as outlined by the Council in 1974 (Resolution of 21/1/74) has to be continually reviewed in the light of changing circumstances. The Commission has therefore drawn up a programme of work for improving employment statistics and forecasts with the active cooperation of the Statistical Office of the EEC and national administrations.

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80. *European conference on women at work*

In the light of International Women's Year, the Commission of the European Communities organized a conference on vocational guidance and training for women, which was held in Paris from 24 to 28 November 1975. Françoise Giroud, the French Minister for Women's Affairs, spoke during the opening session to sixty people from various Member States, most of them

managerial staff with vocational training or guidance responsibilities.

The papers presented at the conference dealt with such topics as educational and vocational guidance, continuing vocational education (including further education, upgrading, retraining, personal development courses, refresher courses) and preparation for access to the labour market. Four working parties then embarked on the task of trying to solve the following problems:

How can vocational guidance and training be designed to meet the special needs of girls and women?

How can the concept of equality of access to training and work for women be put into practice?

The results of these discussions will be published in future issues of the Bulletin.

Source

Press release. IP (75) 210. Commission of the European Communities, Spokesman's group. Brussels: 25 November 1975.

81. *Teacher requirements in UK and the Federal Republic of Germany*

Forecasts for the 1980's

Estimates of the future number of teachers made in the UK in the mid-sixties and even in 1972 are now believed to have been too high. The latest projected forecast published by the Department of Education and Science in March 1975 cuts previous targets estimated for teachers in maintained schools¹ in England and Wales by as much as 30 000 - 40 000 for the year 1981.

¹ Maintained schools are schools which receive financial support from the government, but need not necessarily be state controlled.

A change in staffing policy has had some influence on the teacher recruitment programme. Whereas ten years ago the aim was to reduce class size, eliminating all but 5 % classes with more than 30 pupils, the stress is now on reducing the ratio of pupils to teachers in three different age groups - primary, secondary and sixth form.

Although this new policy takes into account variable factors, such as the nature of school accommodation, and recognizes the right of local authorities to deploy teachers in a more effective way, it seems that, in practice, local authorities are often reluctant to reduce pupil/teacher ratios in the face of growing financial pressure. Yet the greatest single factor influencing teacher demand is the size of the school population. This is expected to fall from a 1977 peak of 9 200 000 to around 8 000 000 by 1986 (1974 projected estimates) which is 1 200 000 pupils less than the 1972 estimates.

Two reasons given to explain the revised estimate are a sharper fall than expected in the birth-rate and an increase in the number of children leaving school immediately after compulsory education.

The potential supply of teachers is geared to reaching a total of between 470 000 and 480 000 in maintained schools in England and Wales by 1981. (In 1974 there were about 440 000). On this basis, with about 30 000 to 35 000 teachers leaving service each year, some 20 000 new entrants and 10 000 to 15 000 re-entrants will be required to keep the teaching force constant.

By the early 1980's the composition of teachers coming into service each year will be around 12 500 graduates, 12 000 non-graduates, (of whom 40 % will have done an extra year of training) and 10 000 - 15 000 re-entrants. The long-term effect of cutting non-graduate intake from 30 000 to 12 000 will be that initial teacher training will be stopped in some 30 colleges in the UK, and these institutions will have to divert their activity to some other part of the educational sector.

Statistical forecasts of teacher requirements in the Federal Republic are not conclusive, as suggested in a recent research project entitled, 'The uncer-

tain need for teachers'.¹ The education structure itself does not permit a coherent picture to be drawn since birth-rates, number of schooling hours per week and pupil/teacher ratios vary from Land to Land, and so do projected estimates of supply and demand for qualified teachers. For example, in a report on long-term prospects for teacher employment issued by the Kultusministerium (Department of Cultural Affairs) of North Rhine-Westphalia, it was stated that in 1974 the teacher shortage stood at 23 750 for all types of school. By 1980, it is estimated that there will be a shortage only for Realschulen (lower secondary) and berufsbildende Schulen (vocational training schools) and, by 1985, it is expected that the shortage will have been eliminated with a surplus forming in some levels of schooling.

There has been a more marked drop in birthrate in Germany than in the UK - 40 % since 1967 - and on this basis a reduced recruitment of teachers seems likely. In 1972, there were 4 227 800 children in primary schools, in 1977 there will be 5 431 000 children in the first phase of secondary schooling, and by 1982 it is expected that only 673 000 pupils will be following courses in the second phase. In Bavaria, it is planned that by 1985 the average primary class size will fall from 35 to a maximum of 23 pupils per class and secondary classes from around 30 to as few as 18 - 20 per class. Even allowing for a smaller school population the financial and training requirements to accomplish this are considerable. One-third of the Abiturienten (A-level students) who were consulted in Bavarian schools said they were interested in following teacher training courses - although not all finish up as full-time teachers, since these courses may be a way of avoiding numerus clausus until vacancies occur in other oversubscribed university courses. While these estimates refer to only two of the eleven Länder, certain general policies, which relate to teaching conditions, working hours etc., are established at Federal level. For example, a basic forty-hour week was introduced in 1974 under which teaching time was reduced by two hours a week.

At present there is a discrepancy in the forms of teacher training in operation in the various Länder. A Federal training programme would bring teaching standards into line and also greatly facilitate the transfer of teachers from one Land to another. Several recommendations towards standardizing training courses were put forward at the Rektorenkonferenz (German Conference of Rectors) in July 1975. Training, it was proposed, would still be split by an intermediate examination set by a university. New subjects for teaching in the revised grammar school syllabus would be included, and study courses leading to occupational alternatives for the student teacher would be put forward in a separate document.

The picture that emerges of future teacher requirements is not a clear one, but it is evident that present policies and estimates would change if the proposals for a Federal standard programme were accepted by the Länder.

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82. *Education and training in the industrial technologies in the UK*

Introduction

Industry in the UK has long held the view that education does not meet its needs and the rapid growth in education, particularly in the higher sector, in the last 20 years does not seem to have proportionally improved the economy of the country. On the other hand, educationalists complain that in-

¹ 'Der ungewisse Bedarf an Lehrern'.

dustry is not able to specify its own needs, either in the type and content of courses which should be run, or in the number of people who should be encouraged to take these courses.

Apart from these differences in views between industry and education, it is also often said that industry in the UK is not taking full advantage of the progress made in technology. Comparisons are often made with other countries in Europe, the United States and Japan. With the exception of the United States, much less is spent on research per head of the population in these countries than in the UK, and yet their economic growth has been far greater and this is often put down to the better application of existing knowledge. This situation presents a great challenge to education, to industry and to government - three bodies which, of necessity, are both interrelated and interdependent and must therefore collaborate closely.

Benefits of applying existing knowledge

In spite of the image of Britain technologically being a very advanced country, the ratio of the cost per tonne of mechanical engineering imports to exports is 1.87. Furthermore, this figure does not bear comparison with the figures for West Germany, France and Italy, which are 0.99, 1.10, 1.19 respectively. By the better application of existing knowledge, a higher technological content should be injected into engineering products and thus increase the added value. A small increase in added value, coupled with products of higher quality and reliability would, no doubt, have a positive effect on the balance of payments. These improvements depend very much on design, and involve a team of production, finance, marketing and technical specialists, which are often found outside one's own company.

The term 'industrial technologies' was coined to describe those technologies which span over several disciplines and subjects, and which can be applied to a wide range of industries to ensure greater industrial efficiency and economic benefits on a national scale.

The Committee for Industrial Technologies

The Department of Industry has set up a Committee for Industrial Technologies (CFIT), which has the task of making industry aware of the large potential economic benefits to be gained in the manufacturing, service and process sectors through the application of existing knowledge in the industrial technologies, such as corrosion, materials handling, terotechnology and tribology.

- (a) Corrosion technology is concerned with the selection of materials in terms of cost, and corrosion protection for plant and products.
- (b) Materials handling covers the systems analysis of handling operations, bulk handling, unit handling packaging, warehousing and transportation.
- (c) Terotechnology is a combination of management, finance, engineering and other practices applied to physical assets in order to determine life-cycle costs.
- (d) Tribology is defined as the science and technology of interacting surfaces in relative motion, and of related practices.

The Department of Industry has taken on a difficult but necessary task in attempting to bridge the gap between industry and commerce on the one hand and education on the other. The organization established by the Department is the following: under the Committee for Industrial Technologies there is a Committee for each technology, a Committee for Information and Publicity and an Education and Training Committee. Each committee has an Education and Training Panel, its members recruited mainly from industry. The task of these panels is to establish:

- (a) what should be taught in schools, to operatives, craftsmen, junior and senior technicians, managers, designers and professional engineers
- (b) the number of people required by each particular industry.

The main Education and Training Committee with its three working groups, in collaboration with the education panel for each technology com-

mittee, translates the needs for industrial manpower into education and training requirements.

The Committee for Industrial Technologies is presently sponsoring three technology committees dealing with corrosion, materials handling and terotechnology. The Committee on Tribology is now being phased out of CFIT's promotional activities. If new technologies are to be taken up and sponsored by the Department of Industry it is necessary to phase out existing technologies and to hand over outstanding responsibilities where necessary to phase out existing technologies and to hand over outstanding responsibilities where necessary to other bodies. It is hoped that, when this occurs the technology will be self-supporting both in industry and in the academic world.

The scope of education and training required

Education and training are paramount to the work of the Committee for Industrial Technologies, and provide an on-going contribution to the understanding and application of multi-disciplinary technologies. The Education and Training Committee emphasizes the need to involve industry, the professional engineering institutions, the industrial training boards and other influential bodies in education both at the further and higher levels.

The Education and Training Committee believes that courses on aspects of the industrial technologies are required for the following professions:

- chartered engineers and graduates in engineering
- managers, designers, accountants, architects
- technician engineers and technicians
- craftsmen
- operators.

Because the Industrial Technologies cover the whole spectrum of engineering disciplines, it follows that any education and training programme will be fundamentally different for each discipline. Likewise, there will

be differences in the levels of education and training depending on the category of qualifications and experience of each of the individuals, and the nature of his/her contribution to the industrial activity.

Collaboration between industry and educational establishments

It is considered essential to encourage close collaboration between academic establishments and industry with support from professional engineering institutions, the industrial training boards and educational bodies with authority to approve courses.

To further this collaboration the Education and Training Committee is currently assessing new techniques for improved communication between industry and education. In addition to existing information on the industrial technologies, use will be made of case studies from organizations already using similar techniques.

Development of the Education and Training Committee's activities

To achieve the aim of industrial efficiency and profitability through education and training via the industrial technologies programme, the Committee has developed its structure related to higher, further and school education. A major task for these working groups has been to promote an understanding of the work of the industrial technology committees among the professional bodies and organizations, and subsequently to encourage the development of appropriate courses related to the needs of the individuals. Every effort will be made to ensure that full cooperation and liaison exists between these bodies and the appropriate technology committee, depending on the particular subject under consideration.

The Education and Training Committee considers it necessary to ensure that each individual technology becomes an integral part of the education system. The Committee is also of the opinion that no new industrial technology is likely to survive on a national scale unless it has become a self-perpetuating part of the educational system.

Education and training in tribology

A report on training in tribology, entitled 'The introduction of a new technology' has been presented to the Education and Training Committee.

The primary responsibility for education and training in tribology now rests with the Tribology Education and Training Joint Committee (TETJC), a body jointly sponsored by the original Committee of Tribology and the Tribology Group of the Institution of Mechanical Engineers, on which also the Industrial Technologies Education and Training Committee and the Institution of Mechanical Engineers' Education and Training Group are represented.

The Education and Training Committee is actively involved in the work of TETJC, particularly in ensuring that appropriate training schemes are set up to meet the requirements of industry. The following action is necessary:

- (a) the establishment of a basic module for the teaching of tribology at undergraduate level, incorporating video tape and tape slide material
- (b) the establishment of a comprehensive programme involving the introduction of material into courses approved by the Technician Education Council
- (c) a concentrated effort by way of short courses and seminars to improve the standard of tribological design in British industry.

So far, the Tribology Handbook has been published and a series of one-day seminars, under the auspices of the Engineering Industry Training Board, has been organized.

The Committee is at present considering including course material on tribology in technician courses at ONC/OND and HNC/HND levels.

Education and training in terotechnology

Following the Committee for Terotechnology report on education and training, the Education and Training Committee carried out a survey in educational establishments on the pos-

sibility of introducing aspects of this subject in existing courses. As a result, a number of regional working parties was established, with representatives from universities, polytechnics and colleges of technology.

The Education and Training Committee, in collaboration with the Committee for Terotechnology, is organizing a major conference for industrialists, educationalists and training officers to be held in September 1976. It is anticipated that the papers presented at the conference together with information produced by the regional working parties will be collated and reproduced in suitable form for use by educational establishments and industry.

Education and training in corrosion and materials handling

At present the Committees dealing with corrosion and materials handling are in the process of designing training courses to meet the demands of their respective industries. These proposals will then be passed on to the Education and Training Committees.

Organizational links

The Committee finds it important to establish links with those organizations which can influence the structure of education and training in industry and technology. Support for the Committee's work has been given by the following bodies:

- Council for National Academic Awards
- Design Council
- Science Research Council
- Council of Engineering Institutions
- Institution of Mechanical Engineers
- Engineering Industry Training Board
- Chemical and Allied Industries Training Board
- Road Transport Industry Training Board
- Training Services Agency
- Technician Education Council
- Scottish Technical Education Council.

Trends and developments

There is evidence of a growing interest in the development of the industrial technologies, particularly tribology and terotechnology. The Education and Training Committee sees its major function as one of promoting courses in the industrial technologies. For these to be successful they must become an integral part of the education system and meet the demands of industry as far as possible.

It is estimated that by 1982-83, the number of 18 year-olds will have increased to 870 000, compared to 670 000 in 1975. This, coupled with the increase over the years in the percentage of 18 year-olds demanding higher education will bring heavy pressures on the universities and the polytechnics. A carefully designed career guidance structure is therefore needed to help these youngsters to choose a profession suited to their needs as well as to those of industry.

Source

K. J. Durrand, Polytechnic Huddersfield, and A. E. J. Bond, Department of Industry.

83. Numerus clausus in Europe

Several countries in Europe have introduced a system of restricted university entrance in certain subjects (generally known as 'numerus clausus'). The reasons for this vary, but in general it applies to subjects for which the demand is greater than the teaching facilities available.

Belgium

In the period 1960-1972 Belgian universities expanded considerably, and the number of students grew by 158 %. After 1972, a period of stabilization set in and the student intake did in fact decrease by 3 %. The number of applications for medical and dental studies however, continued to increase and there are now 2108 Belgian

students admitted to medical school every year. The present doctor/patient ratio is 17,6 doctors per 10 000 inhabitants, which is one of the highest in West Europe, and this ratio is likely to increase to 23,4 doctors per 10 000 inhabitants by 1980. The heavy financial burden of medical training, combined with the fear of a surfeit of doctors has now forced the Belgian government to consider introducing numerus clausus in this subject.

Federal Republic of Germany

In Germany 40 % of the university places are allocated according to the year in which a student has passed his Abitur (A-levels) and 60 % according to grades.

On 20 February 1975, at a conference in Bonn of the Ministerpräsidenten (Prime Ministers of the Länder), the Hessian Prime Minister announced that, in addition to medicine and dentistry, a number of other subjects should be considered numerus clausus in the universities. This would affect the faculties of economics, law, mathematics, physics, data processing, English studies, geography and didactics, including the related teacher training courses. The ministers did not make a final decision on this extension of numerus clausus, since such a decision rests with the Bundesminister für Bildung und Wissenschaft (Federal Minister of Education and Science).

On 7 June the Bundesverfassungsgericht (Federal Constitutional Court) published two important decisions that it had adopted. Henceforth, those applicants who cannot gain admittance to study courses with restricted entry have the right to appeal to the Verwaltungsgericht (administrative court), on the grounds of under-utilization of capacity. Those applicants who, because of an unfavourable grade, would usually have no chance of a place on a numerus clausus course now also have the right to appeal against the university decision to the administrative court in whose area the university lies. Further, every student who applies to university has the right to study the subject of his choice, if possible, at the university of his choice. This right can only be refused if all available student places have been given to applicants with higher grades,

with full use of capacity and according to the prescribed selection criteria. If an applicant who has been refused admission brings an action on the grounds that there are still unfilled student places available, then his request for the allocation of this place cannot be opposed on the grounds of a low grade.

Ireland

Selection procedure is similar to that of the UK. (See under UK.)

The Netherlands

Numerus clausus was first introduced in Holland in 1973, and every year a fixed number is decided upon for student intake. On 21 April 1975 it was reported that the Akademische Raad (the Dutch Academic Board) had advised the Minister van Onderwijs (Minister of Education) to introduce numerus clausus in the following seven university subjects for the academic year 1975-76:

medicine, dentistry, veterinary medicine, physical education, biology, history and English.

In addition, the Board proposed the establishment of a committee for selecting students for sixteen other subjects, such as geography, Dutch, pharmacology, law and history of art.

United Kingdom

The Universities Central Council on Admission is responsible for allocating student places, but the final decision rests with the universities themselves. The criteria are: school performance, reports from headmasters/headmistresses and interviews.

Sweden

Sweden has introduced numerus clausus in certain subjects. Students' grades are used as the criteria for selection, and the administration for allocation is in the hands of the Universitetskanslersämbetet (Chancellor for Swedish universities). As from 1976, suitability tests will be introduced.

Norway and Denmark

A selection procedure similar to that applied in Sweden is also practised in Norway and Denmark.

Switzerland

Numerus clausus was introduced here in 1973. There is a central administration for the allocation of places, and examination grades are used as the criteria.

Sources

Naar een studentenstop in de geneeskunde. Dienst voor studie advies. Ghent: 1975. Numerus clausus für weitere 8 Fächer geplant.

Kuratorium der deutschen Wirtschaft für Berufsbildung. No 7. 28 February 1975. Informationen: Numerus clausus - Entscheidung des Bundesverfassungsgerichts No 30, 23 July 1975.

84. Reforms in higher education in Sweden

The higher education reform proposed in February 1975 by Undervisningsministern (Minister of Education) is designed to extend the changes already existing in comprehensive and upper secondary schooling by opening up higher education to new groups in society. Priority is given to the way higher education is to be distributed among the different groups, regions and education fields, taking into account the educational needs of the individual and of working life. Higher education should be taken to include not only studies following on from upper secondary school, but also that type of education which in the eyes of the student or labour market constitutes an alternative to the former.

The general qualifications for higher studies adopted by the Riksdag (Parliament) in 1972 (Prop. 1972-84), which specify completion of studies in at least a two-year line of upper secondary school, have been broadened to incorporate new groups. Persons over 25 years of age who have been gainfully employed for at least four years will

be accepted for most higher education courses, provided they have reached an accepted level of achievement in the English language. Additional qualifications may be stipulated for certain university courses, such as engineering.

The reform contains a number of measures which are designed to promote recurrent education (i.e. the alternation of periods of education and periods of employment), such as new rules of selection and qualification, wider opportunities to follow in-service and further training courses, the expansion of higher education facilities outside the university towns, greater local and regional responsibility for educational planning and greater interaction between higher education and working life.

The main part of the programme should be put into effect as from 1 July 1977.

Source

The Reform of Higher Education 1975. Swedish Ministry of Education and Cultural Affairs, Stockholm.

85. Short News

Equal educational opportunities in the Federal Republic of Germany

The theory and practice of providing equal educational opportunities in the Federal Republic of Germany was the subject of a speech made by the Staatssekretär für Bildung und Wissenschaft (State Secretary for Education and Science).

Having outlined the general background, the Secretary went on to point out that in practice there is little equality of educational opportunity. The social status of parents continues to be the determining factor in choosing the type of school for a child. Inequality remains between boy and girl students, and girls are less likely to attend grammar schools and go on to higher education.

In his speech the Secretary of State suggested a number of measures de-

signed to abolish these inequalities. These included:

- (a) the introduction of the Gesamtschule (comprehensive school)
- (b) the setting up of a fair university entry system
- (c) measures to help young people who have left school without the Hauptschulabschluss (school leaving certificate)
- (d) the extension of further education opportunities for boys and girls
- (e) the adoption by the Länder and the Bund of a common educational policy.

Source

Speech made at the opening of the Bildungsjahr (educational year) 1975/76 of the Bildungswerk Bayern des Deutschen Wirtschaftsbundes (Bavarian Education Institute of the German Trades Association) on 13th September 1975.

New vocational training measures in the Federal Republic of Germany

On 2 June 1975 the Bund-Länder Kommission für Bildungsplanung (The Federal-Länder Commission for Educational Planning) adopted a new instrument entitled 'Stufenplan zu Schwerpunkten der beruflichen Bildung' (Plan dealing with focal points of vocational training). It comprises a number of measures to expand a common vocational training programme by 1978, the most prominent being the following:

- (a) the provision of inter-company training places for young people
- (b) the introduction of a foundation year in vocational training
- (c) the setting up of vocational qualification courses in institutes of higher education.

The proposed measures, which will naturally create a demand for an additional number of trainers, will cost for the year 1978, in the region of DM 1 152 500.

Source

Berufsbildung in Wirtschaft und Praxis, Heft 4, 1975.

Documentation

FEDERAL REPUBLIC OF GERMANY

EDUCATION OF CHILDREN OF MIGRANT WORKERS IN BAVARIA

Written Question No 642/75 at the European Parliament by Mr Pisoni to the Commission of the European Communities

On the basis of the German Federal law of 15 September 1972 on the adoption of the Berufsgrundbildungsjahr (basic vocational training year), the Bavarian Minister of Education has proposed the introduction of three types of one-year training courses in 1975: ¹

- (a) courses for applicants who possess a qualifizierter Abschluß (certificate of aptitude)
- (b) courses for which no entry qualification is required, but which, with ministerial approval, may be equivalent to a year's apprenticeship
- (c) courses with no entry requirements: students have the option of taking up full-time employment directly after the course, which in effect lowers the statutory minimum school-leaving age from 18 to 16.

These measures could have a detrimental effect on the education of migrant workers' children, who would make up the majority of young people taking the third type of course.

Therefore, does the Commission consider that these measures are in line with its most recent draft directive on the education of migrant workers' children, ² and, more generally, with the principle of genuine equality of education for all children, whether of national or foreign workers?

If not, what steps does it intend to take at every level to prevent similar cases of discrimination?

The Commission's reply

The reorganization of the one-year vocational training courses in Bavaria is intended:

- (a) to give adolescents who have not been offered apprenticeships an opportunity to follow a full-time course
- (b) to give young people who have completed their compulsory schooling without obtaining a school-leaving certificate an opportunity to qualify for an apprenticeship placement.

Far from discrimination against migrant workers' children, these measures should provide them with additional training opportunities. The Commission is aware, however, that in the Federal Republic migrant workers' children with an inadequate command of German are in practice excluded from full- and part-time vocational training and from apprenticeships. The Commission hopes that the measures proposed in its draft directive will help to improve the schooling given to children of foreign workers, enabling them to qualify for all kinds of vocational training courses. In 1976 it plans to draw the attention of the Member States to the specific training needs of these children.

Source

European Parliament. PE 43.077/En.

FRANCE

TRAINING FOR MIGRANT WORKERS

A circular issued by the French Prime Minister and Ministre du travail (Minister for Labour) on 21 May 1975 defines future policy regarding vocational training of

migrant workers. Four types of training scheme which qualify for state intervention are proposed and the conditions for state subsidy laid down. The employer is also obliged to provide remuneration of some form throughout the training period. These measures have as yet no legislative or contractual support and are only applicable to migrant workers. The four categories of training concerned are:

- (1) general instruction in spoken and written French
- (2) socio-occupational preparation
- (3) pre-vocational training
- (4) vocational training proper.

While the first category is principally language teaching, instruction in rudimentary arithmetic is also held to be desirable. The state will only subsidize part- or full-time courses lasting for a maximum of one year, and subsidies for this particular course will come from the Fonds d'action sociale (social fund) and not the vocational training fund. The aim of the socio-occupational preparation scheme is to ensure the worker of autonomy in all aspects of his daily life, initiating him in hygiene, medical and social problems, insurance and legislation relevant to work, and finally providing a grounding in the use of machinery. Government aid for this scheme is limited to 60% of the actual cost per hour or a maximum of FF 6, the subsidy decreasing by 10% annually.

Pre-vocational training aims to prepare the migrant worker for vocational training. State subsidy covers 100% of costs for unemployed migrants, or up to 60% of the operational costs and 40% of the remuneration if the trainees are already in paid employment. Accommodation and transport expenses may be claimed from the Fonds d'action sociale.

Successful completion of vocational training ends in a qualification equal to or higher than certificat d'aptitude professionnelle — CAP (certificate of vocational aptitude) or formation professionnelle d'apprentis — FPA (certificate of apprenticeship). This training is funded by the State.

Provisions are also made for including wives of migrant workers in educational schemes which may qualify them for assistance from the Fonds d'action sociale.

Source

Enseignement et formation professionnelle. No 1469/5 dated 8 July 1975. Union des industries métallurgiques et minières. Paris: 1975.

(1) Bekanntmachung über Schulversuche mit dem Berufsgrundbildungsjahr Nr. III B 8-13/93888, Amtsblatt Nr. 17/1975.

(2) Resolution 2/1975 on the Education of Migrant Workers. Meeting of the Standing Conference of European Ministers of Education, Stockholm, 10/12 June 1975.

Bibliography

SOCIAL AND ECONOMIC PROBLEMS

313. CHANCENGLEICHHEIT — EINE UTOPIE? DIE IQ-BESTIMMTE KLASSENGESELLSCHAFT (D). Equality of opportunity — a utopia? IQ-determined class society; by Richard J. Herrnstein. Stuttgart: Deutsche Verlags-Anstalt, 1974. 154pp.

The scientific theory that the human intelligence is dependent on heredity, and that achievement and social status are in turn determined by intelligence provides the basis for this book by a leading Harvard psychologist. He shows that despite greater equality of opportunity in upbringing and education human beings continue to fall into different social classes, and that the root cause of this is being increasingly regarded as genetic.

314. EQUALIZATION OF OPPORTUNITY IN IRELAND; STATISTICAL ASPECTS (E), by R.C. Geary and F.S.O. Muircheartaigh. Dublin: The Economic and Social Research Institute, 1974. 122 pp.

A study dealing with the problem of equalization in its relation to jobs and incomes. Amongst the topics covered are: the measurement of inequality, supply situation, family size, housing conditions and certain aspects of education.

315. THERE'S WORK TO BE DONE: UNEMPLOYMENT AND MANPOWER POLICIES (E), by Santosh Mukherjee for the Manpower Services Commission. London: HMSO, 1974. 101 pp. £1.00.

The Manpower Services Commission commissioned this study as part of a review of measures that might be proposed if unemployment rose. It begins by forecasting the level of unemployment for 1974 and identifies the 16 to 24 year-olds and 60 to 64 year-olds as sections of the labour force particularly hard hit by unemployment. It proposes the provision of alternatives to normal work for those prone to unemployment and a major expansion of training allied to a programme of job creation. Statistical tables, graphs and details of Canadian and American job creation programmes support the author's analysis of past experience of unemployment and proposed policies for coping with the future high levels of unemployment.

316. MODERNE SOZIALPOLITIK UND ARBEITSWELT (D). Modern social policies and the world of work; by Willi Kostermeier, Kurt Maurer. Neuwied and Berlin: Hermann Luchterhand Verlag, 1975. 188 pp. DM19.80.

The objective of this book is to clarify, by means of examples, specific legal points relevant to employees and self-employed persons. Some of the subjects covered are: the basis and definition of present-day social policies; the law on employment and social welfare at work and the availability of training grants and housing subsidies.

VOCATIONAL TRAINING

317. CALABRIA — UN PROGETTO DI FORMAZIONE PROFESSIONALE (I). A vocational training plan for Calabria. Quaderni di formazione no 7. Rome: ISFOL (Istituto per lo sviluppo della Formazione Professionale dei Lavoratori), 1974. 157 pp.

The Istituto per lo sviluppo della Formazione Professionale dei Lavoratori (Institute for Vocational Training of Workers (ISFOL)), opened in July 1974 in Calabria and submitted its plan to the European Social Fund in September 1974. The plan is not exhaustive, but is a proposal to workers in public and private enterprise, to trades unions and social workers and to training instructors themselves, that they should confront work problems in a new way. The analysis takes account of demographic, socio-economic and territorial features, and situates these in a projected three-year work-plan which will examine the initial training and retraining needs and objectives of the region.

EDUCATION IN GENERAL

318. L'EDUCATION EN DEVENIR (F). The changing face of education. Paris: Les Presses de l'Unesco, 1974. 435 pp.

This book is grouped around a number of international educational themes, such as education and the development of society, the future of the teaching profession, and the use of modern technology for schools. It is based on a previous report, published by the UNESCO in 1972, entitled 'Learning to be'.

319. FOUNDATION FOR CURRICULUM DEVELOPMENT (S.L.O.) (E), by Ministerie van Onderwijs en Wetenschappen. Den Haag: Staatsuitgeverij, 1975. 24 pp.

320. SHAPING THE EDUCATION OF SLOW LEARNERS (E). by W.K. Brennan. London: Routledge and Kegan Paul Ltd., 1974. 114 pp. £1.25.

321. LA PARTICIPATION DES ETUDIANTS DANS LES ETATS MEMBRES DU CCC EN 1973 (F). Student Participation in member countries of the Conseil de la Coopération Culturelle — CCC (Council for cultural cooperation) Strasbourg: Council of Europe, 1975. 29 pp.

322. BILDUNGSWESEN IM VERGLEICH. DARSTELLUNG DES BERUFLICHEN BILDUNGSWESENS IN AUSGEWAHLTEN LÄNDERN (D). A comparison of educational systems. A study of vocational training systems in certain countries (Federal Republic of Germany; German Democratic Republic; France; Great Britain; the Netherlands; Austria; Sweden, Switzerland, USSR and the USA). Köln: WEMA Institut für Empirische Sozialforschung, Informatik und angewandte Kybernetik, 1974. 120 pp.

323. ORGANIZATION AND STRUCTURE OF EDUCATION IN THE NETHERLANDS (E). The Hague: Documentation Division, Ministry of Education and Science, January 1974. 23 pp. (Docinform 298D). Also available in: Dutch, German and French.

A concise description of the Dutch educational system with four sections on historical development and general principles; general education; vocational and technical education and continuous education. The English language version includes a glossary of terms and acronyms.

324. MIDDENSCHOOL INFORMATIE (NL). Information on Middle Schools. Dordrecht: Het nederlands genootschap van leraren, 1974. 115 pp.

This booklet, published by the Dutch Teachers' Association, gives an informative account of the concept of the Middle school. It also contains a note on the new educational system of 1972 by the Minister of Education and Science. Experiences with middle Schools in other countries are also covered.

325. THE REFORM OF SECONDARY EDUCATION (E). London: French Embassy, 1974. 12 pp. Free.

On 16 January 1974 France's Council of Ministers approved the major guidelines for the reform of secondary education. This paper outlines the plans regarding organization of the system, pedagogical methods, and training of teachers.

326. PRE SCHOOL EDUCATION (E), by Marianne Parry and Hilda Archer. London: MacMillan Education Ltd., 1974. 160 pp. £3.50. (Schools Council Research Studies).

327. THE LEARNING SOCIETY. A REPORT OF THE STUDY ON CONTINUING EDUCATION AND THE FUTURE (E). Notre Dame, USA: University of Notre Dame, No date given. 50 pp.

CONTINUING EDUCATION

328. GUIDE NATIONAL DE L'EDUCATION PERMANENTE. GEP3 (F). National guide to continuing education edited by ONPC-REP. Paris: Le Secrétariat d'études pour l'éducation permanente et la promotion collective, 1975. 585 pp.

This is the third edition of a book produced under the patronage of the Secrétaire de l'Etat pour la Formation Professionnelle (French Secretary of State for Vocational Training). Part one sets out the framework for continuing education, including paid educational leave, and provides a coverage of those bodies dealing with vocational guidance and employment opportunities. Part two covers those institutions responsible for educational advancement and retraining, in-service training and modern educational techniques.

329. DER ZWEITE BILDUNGSWEG. CHANCE ODER ILLUSION? (D). The other educational path - opportunity or illusion? by Karin Storch. Frankfurt am Main: Fischer Verlag GmbH., 1974. 241 pp.

A guide to existing opportunities in the so-called 'other educational path'. (this includes evening classes, correspondence courses and courses at adult education centres). It is clear that this system, in its present structure, does not offer everybody the chance of further education. On the contrary it is a difficult path for the minority who wish to fill in missing gaps in the first educational path. One chapter is devoted to a comparison of the systems of further education which exist in the Federal Republic of Germany, the USSR., Sweden and the United Kingdom.

TRAINING OF ADULTS

330. PRATIQUE DE LA FORMATION DES ADULTES (F). Training of adults, by Pierre Caspar et alia. Paris: Les éditions d'organisation, 1975. 181 pp.

This analysis of adult training covers almost every area of the subject dealing, in separate sections with the establishment of a common policy for continuing education, the analysis of training posts, the range of methods for adult training and some views on training and its role. A bibliography is also included for those readers wishing to obtain further information on the subject.

331. EXTENDED ADULT EDUCATION. OUTREACHING WORK AND STUDY CIRCLES. EXPERIENCES AND PROPOSALS. A SUMMARY OF THE MAIN REPORT (SOU 1974: 54) (E), presented by the Committee on Methods Testing in Adult Education. Stockholm: Libertryck, 1974. 26 pp.

In accordance with its directives since 1970 Fövux (the Committee on Methods Testing in Adult Education) has conducted a four year experimental scheme. A fifth experimental year 1974/75 is also planned. Activities have the whole time been conducted in the form of study circles. During the fourth year the study circles were supplemented with courses on special subjects at adult education centres.

332. EDUCATION FOR INDUSTRIAL RELATIONS (E). Canberra: Australian Association of Adult Education, 1974. 101 pp. A\$ 4.00.

Following discussions between representatives of the Australian Association of Adult Education and the Industrial Relations Society of Australia it was decided jointly to organize a conference which would appraise the extent of present provision and resources for Industrial Relations Education in Australia and examine future needs. This volume contains a report of the conference proceedings and the background papers presented.

333. ADULT EDUCATION (E). London: National Institute of Adult Education, January 1975. 60 pp. (Vol. 47, Number 5).

This journal appears six times a year and provides an opportunity for the exchange of ideas and information about policy and action in adult education. This issue includes articles on student participation and adult learning, the development of remedial English classes together with various information items and book reviews.

COSTS AND FINANCING

334. EXPENDITURE ON VOCATIONAL EDUCATION IN THE NETHERLANDS (E). The Hague: Documentation Division, Ministerie van Onderwijs, May 1974. 11 pp. (Docinform 301E)
Also available in: Dutch, French and German.

This report was drawn up as part of an EEC Commission project entitled 'Compilation of three basic reports on vocational education in the countries of the Community'. It restricts itself in principle to the financing of vocational education in the Netherlands provided under the terms of specific educational acts. Figures are derived from the national budget for the 1973 financial year.

335. BETÆNKNING OM STØTTE TIL VOKSNE UNDER ERHVERVSMÆSSIG UDDANNELSE (DK). Report on financial support for adults in vocational training. København: Statens Trykningskontor, 1974. 111 pp. (Betaenkning nr. 705).

RETRAINING

336. RETRAINING AND TRADITION. THE SKILLED WORKER IN AN ERA OF CHANGE (E), by Kenneth Hall and Isobel Miller. London: George Allen & Unwin Ltd., 1975. 174 pp. £5.80.

337. FORTBILDUNG UND BERUFSWECHSEL (D). Further education and change of occupation; by Peter Kreuzhof. Grafenau - Döffingen: Lexika-Verlag, 1974. 150 pp. DM 18.00.

This book sets out to encourage workers to improve their chances of promotion or to find more suitable work by further study or retraining. The first part includes an explanation of the nature of labour markets and short discussions on training opportunities for women, migrant workers and workers in the agricultural sector. A classification of German professional qualifications and the various forms of training is complemented by detailed advice to the prospective student on obtaining financial assistance under the Arbeitsförderungs-gesetz (law on work promotion).

TRAINING OF YOUNG PEOPLE

338. UNQUALIFIED, UNTRAINED AND UNEMPLOYED (E). Report of a working party set up by the National Youth Employment Council. Department of Employment. London: HMSO, 1974. 96 pp. £0.86.

A working party was appointed in February 1972 to investigate opportunities below craft level for young people and to make recommendations. Its report describes the problems of labour supply and demand as they affect these young people and the existing provisions for training them. Recommendations are addressed to the Training Services Agency and employers for more training facilities and a change in attitude and selection procedures.

339. VOCATIONAL PREPARATION FOR YOUNG PEOPLE (E), by Training Services Agency. London: Manpower Services Commission, 1975, 38 pp.

TRAINING OF WOMEN

340. DE VROUW IN ONZE SAMENLEVING: ECONOMISCH EN JURIDISCH BENADERD (NL). Woman in our Society: an economic and legal approach. Sociaal-economische studien van de Kredietbank, Brussel: Kredietbank Arenbergstraat, 1975. 32 pp.

341. BETÆNKNING VERDØRENDE KVINDERNES STILLING I SAMFUNDET (DK). A report on the position of women in society. Betaenkning No. 715. København: Statens Trykningskontor, 1974. 222 pp.

This report was produced by a working party set up by the Danish Prime Minister to look into education and training of women and women at work and in the home. Aspects of social and health security are also dealt with, as well as proposals for the establishment of a permanent committee for the equality between the sexes.

342. DIE FRAU VERLANGT MENSCHENRECHTE (D). Women demand human rights. Edited by Brigitte Pross for the German Women's Circle. Frankfurt am Main: K. G. Lohse, Graphischer Großbetrieb, 1975. 64 pp.

This brochure was promoted by the Bundesminister für Jugend, Familie und Gesundheit (Federal Minister for Youth, Family and Health). It contains articles covering the women's movement from its violent beginnings to present-day emancipation, the phenomenon of the divergence between the legal and social position of women, the human rights conventions as they affect women and the need for a change in overall attitudes towards women. It also contains a comment on the 'Bericht der Bundesregierung über die Maßnahmen zur Verbesserung der Situation der Frau' (the Federal Government's Report on Women) and closes with a list of literature on women's questions provided by the Women's Library in Darmstadt.

343. EMANCIPATIE EN DISCRIMINATIE. EEN BOEKJE OPEN OVER DE BETEKENIS VAN HET ONDER WIJS VOOR DE VROUW (NL). Emancipation and discrimination. A book about the meaning of training for women. by Dr. W.M. Hopman. Leiden: Uitgeverij L. Stafleu & Zoon, 1975. 112 pp. (Nederlandse Bibliotheek voor Onderwijskunde Deel 6).

344. WOMEN AND EDUCATIONAL TESTING. A SELECTIVE REVIEW OF THE RESEARCH LITERATURE AND TESTING PRACTICES (E). by Carol Kehr Tittle, Karen McCarthy and Jane Faggen Steckler. New York: Office of Teacher Education, City University of New York, 1974. 147 pp. \$4.00.

345. LA FORMATION DES FEMMES EN MILIEU RURAL (F). Training of women in a rural environment. Paris: Ministère du travail, Comité du travail féminin, November 1974. 76 pp.

In its 1972 report, the French Committee for Women at Work proposed certain paths for the development of vocational training for women, but failed to make a detailed study of certain aspects, notably geographical and sociological. The special consideration of training for women in a rural environment was the outcome of this follow-up survey, with particular attention being directed at the exodus of women from agricultural areas for employment reasons.

346. L'EVOLUTION DE LA SITUATION DES FEMMES DANS LA SOCIETE FRANCAISE (F). The evolution of

the position of women in French society. Paris: Comité du Travail Féminin, Ministère du travail, 1975. 15 pp.

347. WOMEN IN BRITAIN (E). Prepared by the Reference Division of the Central Office of Information. London: COI., 1975. 56 pp.

TRAINING OF TEACHERS

348. THEORIE UND PRAXIS DES TEAM TEACHING (D). Theory and practice of team teaching, by Rainer Winkel. Edited by Jakob Muth and Klaus Schaller. Braunschweig: George Westermann, 1974. 459 pp.

The pedagogical concept of team teaching has in recent years been responsible for not only higher teacher's salaries, a saving in teaching staff, etc., but also cooperation and communication between teachers and pupils, and democratic arrangements in schools. In this book the author presents the first complete study of team teaching and has worked out the outline of a critical team-teaching theory which may give a decisive impulse to educational reforms.

349. THE TEACHER AND EDUCATIONAL CHANGE: A NEW ROLE. VOL. 1. GENERAL REPORT (E). Paris: Organization for economic cooperation and development, 1974. 561 pp. £5.40.

This OECD survey is confined to primary and secondary education. In this volume an attempt is made to find an initial answer to two basic questions: what form has the change in the teacher's role taken and what policy should be adopted to foster this change?

350. THE TEACHER AND EDUCATIONAL CHANGE, VOLUME II. RECENT TRENDS IN TEACHER RECRUITMENT (E). Paris: Organization for Economic Cooperation and Development, 1974. 217 pp. £2.20.

This publication represents an attempt to up-date the information contained in an earlier report produced by the OECD: 'Training, Recruitment and Utilization of Teachers in Primary and Secondary Education' (1971). Now that the recruiting of sufficient numbers of teachers is no longer a serious problem in many member countries, the OECD has shifted the emphasis of its work towards an analysis of some of the key problems relating to the quality of the teaching body. The survey is supported by statistical tables for a number of countries covering primary, general secondary and technical secondary education.

351. NEW PATTERNS OF TEACHER EDUCATION AND TASKS — GENERAL ANALYSES (E). Paris: Organization for economic cooperation and development, 1974. 119 pp. £1.80 F18.00 \$4.50

This volume has been prepared by the Secretariat of the OECD and describes the education of teachers for primary and

secondary schools. Conclusions on this subject are presented in two summary reports, covering new trends and concepts in the initial and continuing training of teachers, new patterns of teacher tasks and their implications. In view of the increasing attention which is being paid to the effect of class size on pupil performance, a study on this topic is published in the appendix.

352. NEW PATTERNS OF TEACHER EDUCATION AND TASKS.

(1) COUNTRY EXPERIENCE:

- (a) BELGIUM, FRANCE, UNITED KINGDOM (E). Paris: Organization for economic cooperation and development (OECD), 1974. 109 pp. £2.20 F22.00 \$5.50.
 (b) UNITED STATES (E). Paris: OECD, 1974. 154 pp. £2.40 F24.00 \$6.00.
 (c) SWEDEN (E). Paris: OECD, 1974. 168 pp. £2.60 F26.00 \$6.50.

- (2) THE DEVELOPMENT OF STUDENT-TEACHERS. A COMPARATIVE STUDY OF PROFESSIONAL SOCIALIZATION (E). Paris: OECD, 1974. 88 pp. £2.00 F20.00 \$5.00.

These volumes belong to a series of reports prepared in the framework of OECD activities on problems posed by the new patterns of teacher education and tasks at primary and secondary level, in the context of educational change.

353. DER AUSBILDER IM UNTERNEHMEN (D). The industrial training officer (2nd edition), by Helmut Paulik et alia. München: Verlag Moderne Industrie, 1974. 223 pp.

Under the Rechtsverordnung über die Eignung der Ausbilder (decree on the qualifications of trainers) which took effect in April 1972, by 1977 a training officer must be able to demonstrate his knowledge in training theory either by passing an examination or by producing evidence of ample experience. The revised edition of this book provides a basis for the study of the theory of vocational and industrial training. It also gives information about legislation relevant to training in industry and introduces the reader to problems in training.

TRAINING IN INDUSTRY

354. BLICK IN DIE BETRIEBE (D). A glance into industry, edited by Ortwin Frömsdorf. Grafenau-Döffingen: Lexica-Verlag, 1974, 232 pp.

This handbook gives a systematic description of the possibilities available in the Federal Republic of Germany for gaining, an impression of private and state enterprises and institutions. It describes visits to industry and conducted tours of over 300 enterprises and provides the addresses of hundreds of enterprises in ten cities. It also gives an overall idea of visits to public museums and tours of rural industries, hotel enterprises, the Federal Postal Services and Railways, and sea and airports.

355. DEEP DIVING TRAINING IN THE UNITED KINGDOM. REPORT OF UNDERWATER TRAINING TASK GROUP (E). London: Training Services Agency, 1974. 42 pp. Free.

This report is about the need for, and provision of, training facilities for underwater working in connection with the UK programme of offshore oil and gas development. The report describes the nature of diving and diving employment and the supply and demand for divers. The main recommendations are that a deep diver training centre be set up in Western Scotland and that an advisory board be formed to bring together the contractors, training and education interests, safety organizations and medical interests to contribute to the centre's development.

356. REPORT ON MANPOWER AND TRAINING IMPLICATIONS IN IRELAND OF PROSPECTIVE OFFSHORE OIL AND GAS FINDS (E). Dublin: Industrial Training Authority — AnCO, 1974. 34 pp.

In January 1974, AnCO established an internal working party to consider the manpower and training implications of present and prospective oil and gas discoveries off the Irish coast. The report contains the facts and conclusions arrived at by the working party on the basis of available documentation and consultations with organizations in Ireland, Britain and Norway.

TRAINING IN AGRICULTURE

357. AUSBILDUNG IM GARTENBAU (D). Horticultural Training by Dipl. Ing. Hansjorg Hunkler and Ing (grad) Walter Holbeck. Bonn Bad-Godesberg: AID (Land-und Hauswirtschaftlicher Auswertungs-und Informationsdienst), 1975. 47 pp.

MASS-MEDIA

358. MASS COMMUNICATION, TEACHING AND STUDIES AT UNIVERSITIES. A world-wide survey on the role of universities in the study of the mass media and mass communication (E), by May Katzen. Paris: The Unesco Press, 1975. 278 pp.

359. DAS FERNSEHEN — EINE HERAUSFORDERUNG FÜR BILDUNG UND ERZIEHUNG (D). Television — a challenge for education and training, by Caleb Gattegno. Hannover: Hermann Schroedel Verlag KG, 1975. 128 pp.

This book is a summary of forty years' practice and thought in education with particular attention directed to the role of television. Examples of educational television programmes are also included.

360. BBC FURTHER EDUCATION. AN INTRODUCTION (E). London: British Broadcasting Corporation: 1974. 26 pp.

This booklet is designed to give a summary of the origins and present workings of the BBC further education departments (radio and television).

TEACHING AIDS AND TEACHING METHODS

361. NATIONAL DEVELOPMENT PROGRAMME IN COMPUTER ASSISTED LEARNING — ORIGINS AND STARTING POINT (E), by Richard Hooper. Reprinted from 'Programmed Learning'. London: Sweet & Maxwell Ltd., 1974. 15 pp. (Technical Report No 2).

362. MAKING CLAIMS FOR COMPUTERS. Paper for the first British Conference on Computers in Higher Education (E), by Richard Hooper. London: National Development Programme in Computer Assisted Learning, 1974. 12 pp. (Technical Report No 3).

363. COMPUTERS AND SACRED COWS. Paper for the APLET International Conference (E), by Richard Hooper. London: National Development Programme in Computer Assisted Learning., 1974. 14 pp. (Technical Report No 4).

364. AN INTRODUCTION TO COMPUTER GRAPHICS (E), by Dr D.B. Scott. London: National Development Programme in Computer Assisted Learning, 1974. 25 pp. (Technical Report No 6).

365. THE HUMAN FACTOR ASPECT OF THE STUDENT/TERMINAL INTERFACE IN CAL SYSTEMS (E), by Vivienne Cook. London: National Development Programme in Computer Assisted Learning, 1974. 27 pp. (Technical Report No 7).

366. COORDINATION OF DEVELOPMENT OF COMPUTER-BASED CURRICULUM MATERIAL. Pa-

per for the ILEA Conference of Advisors and Inspectors concerned with computer education (E), by Roger Miles. London: National Development Programme in Computer Assisted Learning, 1974. 11 pp. (Technical Report No 8).

367. TWO YEARS ON. THE NATIONAL DEVELOPMENT PROGRAMME IN COMPUTER ASSISTED LEARNING (E). Report of the Director. London: Council for Educational Technology, 1975. 104 pp. £3.75.

DISTANCE EDUCATION

368. JAHRESBERICHT 1973/74 (D). Annual Report 1973/74. Köln: Staatliche Zentralstelle für Fernunterricht der Länder de Bundesrepublik Deutschland — ZFU. 1974. 31 pp.

INTERNATIONAL ORGANIZATIONS

369. ANNUAIRE 1974/75. PROGRAMMES ET ACTIVITES (F). Annual Report for 1974/75. Programmes and Activities. Geneve: Association des Instituts d'études europeennes, 1975. 120 pp.

370. NINTH GENERAL REPORT ON THE ACTIVITIES OF THE EUROPEAN COMMUNITIES IN 1975 (E), published by the EEC Commission in six languages Brussels-Luxembourg, Office for Official Publications of the European Communities. 1976. 341 pp.

MUTUAL RECOGNITION OF DIPLOMAS

371. COMPARABILITY OF ENGINEERING COURSES AND DEGREES (E), by Anatoly I. Bogomolov. (Also available in French: Comparabilité des régimes d'études et des diplômes en sciences de l'ingénieur. Etude méthodologique.) Paris: Les Presses de l'Unesco, 1974. 102 pp.

This work is the sixth in the series 'Studies on the international equivalence of diplomas'. It sets out the results of a survey, carried out in a number of countries, into the various systems for teaching engineering. The results are presented in such a way as to facilitate the comparison between the diplomas and grades for engineering studies.

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