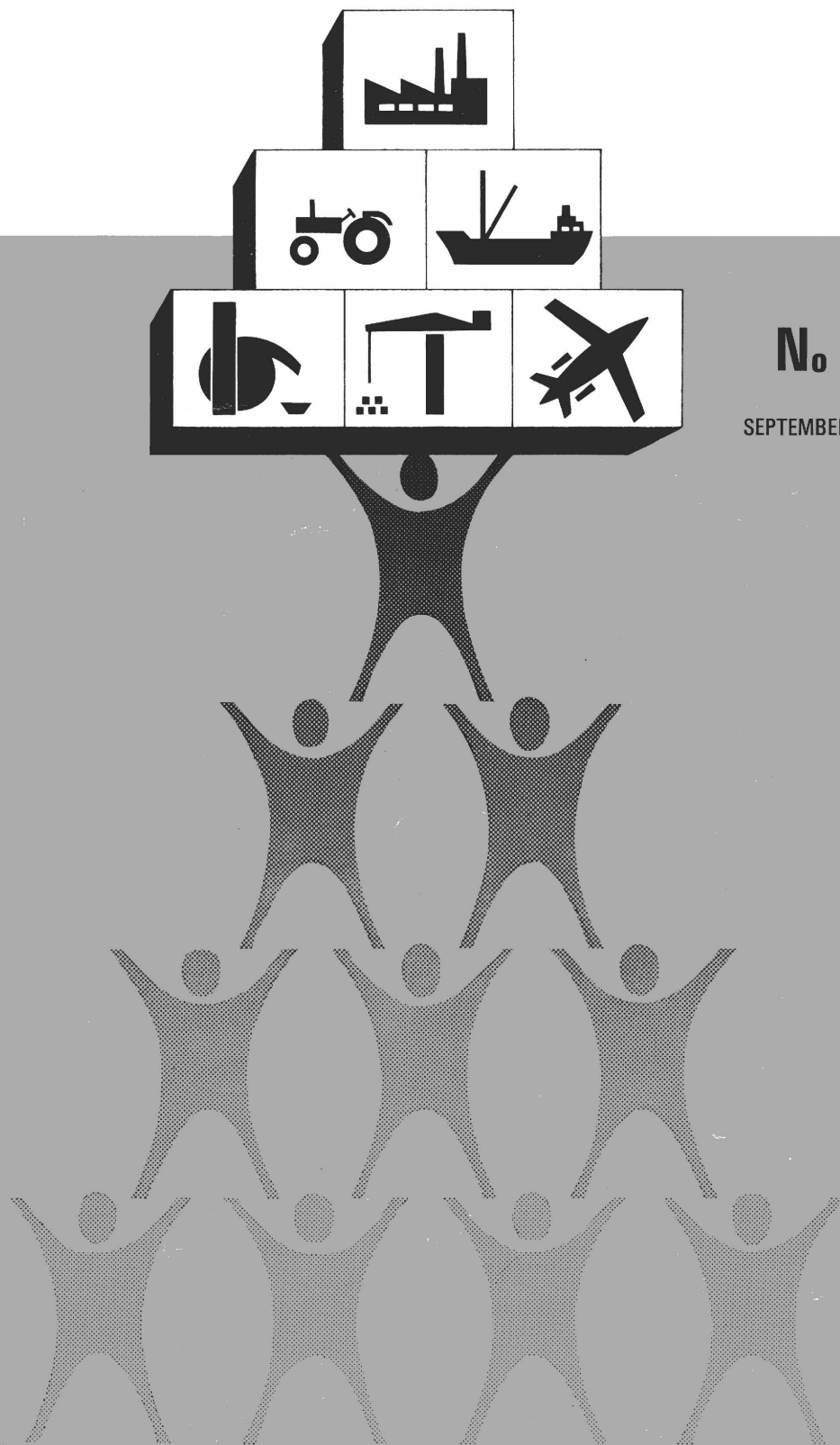


# Vocational training

information  
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## CONTENTS

2 GIUSEPPE MEDUSA

**EVALUATION OF VOCATIONAL TRAINING :  
METHODS AND MEANS**

4 INFORMATION

20 DOCUMENTATION

24 BIBLIOGRAPHY

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# VOCATIONAL TRAINING

## INFORMATION BULLETIN

of the Commission  
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### EDITORIAL

The importance of Vocational Training is by now recognized throughout the Community. With the growth of vocational training, however, the question of its effectiveness gains in importance. The diversion of substantial national and Community resources to training can be justified in the medium term only if this training can be seen to yield a reasonable return. Hence the importance of evaluation. But evaluation is another concept about which much is said but little is done. The development of effective models of evaluation for vocational training is only in its infancy. In order to take stock of the position in the Member States, to encourage the exchange of experience and to promote the development of evaluation, the Commission held a seminar in the University of Manchester, UK, in January 1975. From the seminar has emerged a volume on *The Evaluation of Vocational Training*<sup>1</sup> which has recently been published in English and French and which will, it is hoped, set the scene for the cooperation, improvement and expansion of the evaluation of vocational training in the Member States.

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<sup>1</sup> See Bibliography item 464.

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## *Evaluation of vocational training : Methods and means*

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Giuseppe Medusa<sup>1</sup>

In this specific field of research we find that those methods of analysis which in quantitative terms try to define the connection between the total number of school-leavers and the needs of the labour market are fairly well established. However, not so well established are:

- studies aiming at assessing how effective specific training programmes are, by means of an evaluation of the teaching material used (in Italy an experiment of this sort has been carried out by the Centro Nazionale per le Tecnologie Educative — Italian Centre for Educational Technologies);
- studies aiming at defining the impact of training institutions' output on the labour market (general levels and characteristics of employment obtained; conditions of access to the labour market; balancing out of supply and demand in vocational training; degree of willingness to take up employment).

This article aims at giving a short account of a method of analysis recently used by the Istituto per lo sviluppo della formazione professionale dei lavoratori — ISFOL (Institute for the development of vocational training). The purpose of the enquiry was to examine what kind of jobs a sample group of young people held two years after they had gained a qualification from a Centro di Formazione Professionale (Vocational Training Centre) or from an Istituto Professionale di Stato (state vocational school). Particular attention was paid not only to the occupational levels reached, but also to the formal and basic consistency between the training received, the position reached and duties performed.

How relevant such a research project is becomes immediately obvious if one considers that a discrepancy between training and work exists in Italy mainly due to:

- a lack of balance between the total number of school-leavers and the needs of the labour market
- a widening gap between the training provided and the training needs of industry. This has caused the labour supply to become less flexible, a trend which is, and very likely will be, the most important variable in the problems of the labour market.

The subjects used in this research project were young people who had obtained a qualification either from an Istituto Professionale di Stato or from a Centro di formazione professionale, and who came from:

- Lombardia: this region is highly industrialized, therefore the labour market is very attractive for skilled workers and enjoys a high degree of mobility,
- Marche: industry is expanding here, therefore social and economic conditions are changing
- Calabria: industry is not expanding at all; services — especially tourism — are expanding moderately.

The selected young people were given a very complex and exhaustive questionnaire concerning:

- qualification obtained
- position regarding national service
- length of course taken
- final evaluation of course performance
- father's profession
- work experience during the training period
- employment situation at the time the questionnaire was handed out
- jobs held
- size of employing firm
- weekly pay

In order to determine whether the jobs the young people held were consistent with the qualification they had gained, the following factors were used as criteria: employment sector, occupational status and employment contracts.

In order to calculate whether each factor was consistent with the qualification a person had gained, a system of marks was worked out as follows:

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<sup>1</sup> Dr Giuseppe Medusa is the Director-General of Istituto per lo sviluppo della formazione professionale dei lavoratori — ISFOL (Institute for the development of vocational training), Rome.

- three consistent factors      1 mark
- two consistent factors      2 marks
- one consistent factor      3 marks
- no consistent factors      4 marks

A similar system was adopted when analyzing each person's occupational development.

We shall confine ourselves to mentioning the main trends emerging from the study:

- (1) the factor which invariably influences many of the results is the dual structure of vocational training: Centri di Formazione Professionale, are geared towards work, whereas Istituti Professionali di Stato are still very much part of the school system, which means that they are more orientated towards general education rather than training
- (2) a young person who has trained in one of the Centri di Formazione Professionale run by the Regioni (the regions) has a different attitude towards work, as opposed to someone who has trained in an Istituto Professionali di Stato. The former seems anxious to enter the labour market, whilst the latter is more inclined towards continuing his studies
- (3) as far as the relationship between jobs and qualifications gained is concerned, the results of the inquiry point to a high degree of consistency. This appears to be higher for people who trained in the Istituti Professionali than for those who gained their qualification from a Centro di Formazione. From this one

could infer that people training at the Centri di Formazione are in a weaker position when competing for jobs

- (4) after qualifying, young people still have to wait for their first jobs. Persons qualified in commerce and service jobs usually have the most difficulty, due to the fact that the demand for such people is not high because there are already too many young people with qualifications in these fields. Obviously, these problems vary from region to region.

By adopting the methods and means of evaluation briefly described above, it has been possible to work out the order in which different factors influence young people's entry to the labour market. The order is as follows:

- age
- position with regard to national service
- degree in which training received fulfils the needs of the labour market
- social background
- school background

When planning future training provisions, this order will allow an effective qualitative and quantitative grading of regional and state-controlled vocational training. At present ISFOL is studying the opportunities open to young people trained at the Centri di Formazione. It has been suggested that the type of approach used in this first sample analysis be adopted and that the information gathered be extended to the 70 — 80 000 young people who every year gain their certificates from the regional vocational training centres.

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# Information

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## 95. *Do industrial undertakings involve employees in training decisions and, if so, how, and to what effect?*

(Continued from Item 86, Issue 2-1976)

### France

The inter-vocational agreement of 9 July 1970 and the law of 16 July 1971 provided for the wide participation of employees and their representatives in training decisions.

The effect of these decisions is already very perceptible and it is envisaged to develop them further.

The participation of employees occurs at different levels since union representatives sit on national, regional and departmental vocational training committees, Works Councils, administrative bodies for the finance of training and Councils for the improvement of training centres.

Here we are essentially concerned with the role of Works Councils.

The law of 16 July 1971 provides for the intervention of the Works Council in three instances:

- (i) In the case of training leave: it is provided that the privilege of leave can be deferred where the employer considers that the absence of the employee could have consequences prejudicial to the operation of the firm; in this case the decision of the Works Council or of the employees' representatives is compulsory. Furthermore, Works

Councils are consulted on general problems concerning educational leave and are informed of the opportunities for leave available to workers and of the results achieved.

- (ii) In the case of State aid: when State aid is applied for by a centre administered by one or several firms previous consultation with the respective Works Councils is required.
- (iii) Concerning the participation of employers in the financing of continuing vocational training: Article 15 of the law of 16 July 1971 provides that employers must give proof that the Works Council has considered the problems relevant to the firm concerning continuing vocational training before general decisions regarding application of the law can be taken. Failure to do so will result in the firm having to pay the Treasury an amount equal to 50 % of the sum of its compulsory contribution.

This arrangement will encourage the employer to discuss the training scheme with the Works Council or with the commission de formation (training committee), which is constituted by firms employing at least 300 people.

The law has now been in force for four years and it is possible to obtain definite indications as to the consequences of these various measures.

It has first been established that the law compelling firms employing at least 50 people to put training problems before the Works Council has frequently resulted in the creation of Councils where they had not previously existed. Thus in 1972 there were 3 300 Councils — twice the number that existed in 1970.

Furthermore, the increasingly active participation of Works Councils in discussions on training schemes has entailed an increase in the number of stages (training courses). Thus the number of workers having benefited from a course financed by their firm has risen from 420 000, being 49 % of all stagiaires (trainees) in 1972 to 1 080 000 (being 62 %) in 1974.

The consequences of the participation of the Works Councils and also its limitations have been concluded in a study (published by 'La Documentation Française') carried out in three regions. It is based on resolutions made in 1972 and 1973 such as they appear in reports of decisions made by employers.

For this study 2 000 reports were analyzed, but the results obtained only partially reflect the actual discussions since approximately two-thirds of the reports only outline the discussions or simply mention them without giving details, which leads to an under-estimation of their value.

However, the analysis shows several major points:

- In more than half the firms the investigation of vocational training problems has taken a whole day's meeting, which shows the interest of the Council in these problems.
- More than half the employers supplied the Council with information but only one in two actually presented a training programme comprising information on the type of training envisaged, the various bodies responsible for financing training, training schedules, the vocational categories concerned and the aims of the training in terms of the requirements of the firm and its employees.

Employees' representatives were generally insufficiently informed to achieve more thorough debate. Also, employees' representatives did not make suggestions to their employers and thus a thorough discussion only resulted in about one in five firms.

In a large number of firms discussion centred chiefly on the nature of the training and on the vocational categories concerned.

The above observations refer to all firms on which the analysis was based. One sees a sharp difference between small and medium-sized firms and the large firms. Among the latter, particularly where a training committee exists, thorough discussions on a training scheme based on the needs of the firm and its employees were much more evident and the consideration of it by the Works Council was more prolonged.

It is very apparent that the situation has improved in 1974 and 1975; a new study is proposed on the subject in 1976.

A more recent study was made on the recommendation of the Commission des Finances de l'Assemblée Nationale (Finance Committee to the National Assembly); its aim is broader since it is based on the overall results of vocational training policy in France, but it includes a certain number of indications regarding the effective participation of employees in training decisions.

In the sample cases of firms having instituted training it appears that the Works Council or the employees' representatives were consulted in more than 60 % of cases but in all cases for firms with more than 500 employees.

It appears therefore that in France the participation of employees via their representatives is not just forecast in reports but it is increasingly becoming practice.

An important effort still remains to be made, however, and the Commission pour la Réforme de l'Entreprise (Committee for Business Reform) has made the following recommendations:

(a) *Widening of Jurisdiction*

Works Councils of more than 50 employees should form a committee which, bearing in mind the connections between training and employment problems, would be called the Commission de l'Emploi et de la Formation (Employment and Training Committee). In firms of less than 50 employees where there is no Works Council similar powers would be vested in the representatives of the employees. At the moment, formation of the committee is compulsory only when the total number of employees exceeds 300.

Furthermore, the Works Council and the committee would receive from the firm new documents concerning training:

- the annual statement supplied to the Inland Revenue;
- the analysis of training schemes undertaken on the recommendation of the employer and employees showing the necessary pre-conditions for their realization;
- the comments of the auditors on expenditure on participation in the preceeding year;
- a list of training schemes proposed by the employer and, wherever possible, the necessary pre-conditions for their realization.

(b) *Improvement in terms for employees' representatives on Works Councils and training committees in order to improve the conditions for discussion*

It would be ensured that all employees who were members of the Employment and Training Committee would benefit from the recognition of time spent at committee meetings as working time. They would further benefit from a minimum credit of paid working hours for the time spent in exercising their duties.

(c) *Introduction of the right to specific training leave for employees serving on the training committee*

Apart from the credit of paid hours employees serving on the Employment and Training Committee would have a guaranteed right to training leave to attend courses which would acquaint them with or improve their understanding of employment and training problems.

These are, of course, ideas which must come under Parliamentary discussion but they clearly show the significance of the current problem.

**Ireland**

In Ireland there is currently no legislative mechanism covering employees involvement in training decisions. Future developments are likely to be tied in with the whole question of worker partici-

pation. It is anticipated that whatever participative structures finally emerge will allow the opportunity for involvement by the employee representatives in decisions regarding training in the enterprise.

Since the passing of the Industrial Training Act in Ireland in 1967 over 700 training officers or training managers have been appointed and trained in the industrial sector. A cornerstone to success of training programmes at the company level is the identification of training needs by such training officers working closely with all levels of company staff, and in this process the employees do become involved in training decisions. The problem is that the depth and scope of consultation at this point may be limited and in extreme cases the ultimate programme may only reflect a limited viewpoint. There is cause for optimism, however, insofar as training programmes are usually updated at least on an annual basis, and that, as the concept of systematic training itself becomes more readily acceptable, the involvement of employees at all levels will increase.

The role of the trade unions in bringing about employee participation in training decisions is a crucial one. Existing structures in Ireland assist this aspect since trade union representatives are members of both the Council and Industrial Sector Committees of AnCO - The Industrial Training Authority.

Such representatives are therefore intimately involved in training decisions at the national level and through the established lines of communication are able both to consult and inform their members. The extent to which such dialogue can take place in every enterprise is of course limited and, in any event, individual employees may not always see the immediate relevance of training efforts on one national scale.

The trade union movement is, of course, rightly concerned about the training and development of its own officials and activist members in matters relating to trade unions themselves. The result in many instances is a concentration on items such as shop steward training and possibly a lesser involvement with the training activities generated in firms through the established training function.

More organizations in Ireland are coming to realize the social dimension of their role in society. One logical outcome of this is a more intense look at human resource development within firms and a consequent increased dialogue on matters such as training and development between management and employees. Progress however can often be retarded by the inevitable restraints of economic pressure and in many cases liberal discussions with employees regarding training and development opportunities are suspended in times of economic depression. It is probable therefore that an upturn in economic activity will regenerate dialogue.

It is difficult, if not impossible however to involve an employee who demonstrates a total lack of interest in his/her own development and it appears inevitable that some employees in every enterprise will continue to reject development opportunities. Frequently such a reaction may merely be indicative of a lack of understanding of what is involved or else manifest a lack of trust in training itself. There is a growing realization, however, that a training opportunity usually involves considerable self-development and enhanced earning capacity, and this could lead to greater interest and participation in the training effort.

In the Irish context the concept and application of systematic training in the industrial sphere is new and consequently many fundamental training requirements, e.g. the need for evaluation, are only now beginning to take root. When the role of training is consolidated and its value to an enterprise and its employees more widely recognized it is predicted that greater employee participation will result. What may be central to the whole question is the growing realization that a management-created structure for involvement in training decisions at the company level is not a total answer. Employees themselves supported by their trade union representatives need to actively seek a role in influencing training decisions before significant participation can take place.

## Belgium

Agreement between managers of industrial undertakings and employee

representatives is based on statutory provisions.

The law governing Works Councils gives them control over training matters and, at the very least, these Councils should be kept informed of any training plans.

In practice, a distinction should be made between the types of training adopted:

- (a) in-company training, undertaken on the initiative of the company and financed completely by them.
- (b) in-company training undertaken in collaboration with the Office National de l'Emploi - ONEM (National Employment office) which also gives financial aid.
- (c) training in adult vocational training centres created by the ONEM. Two kinds of training are given in these centres:
  - initial training
  - additional, specialized and further training.
- (d) training in centres approved by the ONEM (this mainly concerns collieries).

The training carried out under section (a) comes under the jurisdiction of Works Councils, but as far as the other types of training are concerned, several bodies exist to regulate and control it.

The first of these is the management committee of the ONEM. This body, on the basis of a motion introduced by the Trade Unions, decided that requests to adopt training introduced by firms should carry the approval of the Works Council before being taken into consideration. A unanimous decision is required. This is a very strict measure and it relates to both the content and the detailed programming of the training.

Parallel to Works Councils are other consultative bodies which are required to give their opinions. For example there are regional commissions of the ONEM, on which management and workers are equally represented. These commissions express their views on training planning projects. That is to say that any action on training proposed by the ONEM, whether it concerns a

professional sector or a specific job, is submitted to the commissions for their opinion.

Finally, there are employment committees (sub-regional and about 30 in total) which, within the framework of their role in the employment field, express their views on vocational training. Both management and workers are again jointly represented on these committees.

## Denmark

The Danish vocational training system is centrally controlled by the State as far as basic training is concerned, which means that the majority of employees in industry have undergone basic vocational training before they commence any employment.

There are scarcely any undertakings in Denmark that exclusively train their own staff at the basic vocational level. Even very large companies allow their personnel to be trained under public arrangements. These undertakings, like other undertakings, employ apprentices who, during their period of apprenticeship, receive schooling at the relevant vocational schools, which are under public administration. The practical part of the training takes place within the undertakings themselves.

As regards refresher courses, i.e. training courses of varying duration which build on the basic training, there are several such courses outside the official arrangements. It should, however, be noted that for the greater part these courses also are centrally controlled, planned and commissioned by the trade organizations of employers and employees.

In the actual planning and organization of training, which may thus be said to be under the control of trade and industry, there is no direct involvement from the employees' side.

As already pointed out, training courses are arranged by the large organizations, and participation by employees is restricted to the influence they can exercise through their membership of a trade union.



## 96. *Vocational training planning*

(See article by Dr A. P. O'Reilly, Issue 2 - 1976)

### France

Vocational training is an important element of employment policy although it should not be restricted to this sole objective.

Hence, the laws of 16 July 1971 specify that permanent education should ensure the opportunity of training and personal development throughout one's life and allow each individual to acquire the knowledge and intellectual or manual aptitudes which contribute to his advancement as well as to educational, economic and social progress.

Continuing vocational training, an element of permanent education, aims at facilitating employees' adjustment to changing techniques and working conditions and encouraging their social advancement through access to different levels of education and professional qualifications.

More recently, the report on preliminary orientation which should lead to the formulation of the 7th Plan (programme) of economic and social development envisages four 'permanent objectives' to ensure economic conditions of full employment and social progress, to improve the standard of living, to reduce inequalities and to improve the distribution of responsibilities.

The improvement of the teaching and training system is considered an important means of attaining each of these four objectives.

While considering that training policy must play an important role in correcting the probable imbalance between supply and demand in the labour force, particularly in the course of the 7th Plan (1976-80), French planning provides for the fact that teaching and training needs must be determined equally in terms of all social and economic objectives.

With regard to vocational training planning in terms of the needs of the labour market, it should be noted that the 7th Plan assigns a very important role to vocational training policy.

Indeed, full employment is considered to be the chief objective and the development of vocational training to be one of the fundamental means of achieving this objective, particularly by facilitating the access to the labour market of those whose qualifications are either inadequate or incongruous for the jobs available, whether they are adults or young people seeking their first job.

Thus full employment is not just considered as an element of industrial development policy but constitutes an objective in itself. Here we can see the importance of vocational training in the eyes of the French planner.

Vocational training planning has its serious attendant problems, however, owing to the extreme diversity in the levels of decision-making, the extent of the area in which vocational training occurs, the complexity and variety of the means implemented or the difficulty in formulating and applying planning methods.

1. With regard to the levels on which planning takes place, we can see the following :

#### *The Company*

Every year, most large or medium-sized French firms draw up a training plan after discussions with the comité d'entreprise (joint production committee). The smallest firms usually form training associations or training funds with joint administration.

#### *The Vocational Sector*

Firms in one particular vocational sector usually cooperate in dealing with problems which they have in common; hence there are federations in the metal, chemical and construction industries etc. Vocational training features predominantly among the considerations of these federations. For this reason joint advisory committees have been set up by the Ministère de l'Éducation (Ministry of Education) for the major business

sectors. The construction industry federation has created a vocational training fund, the GFCBTP.

#### *The Regions*

The regions play a large part in the field of vocational training and employment. In each region a committee has been set up to deal with matters relating to vocational training, social advancement and employment. One of their principal functions is to examine closely the employment situation and its prospects as well as the organization and orientation of the permanent structure of training. Investigations could be undertaken in this direction, as, for example, the study made several years ago on the 'Mediterranean front'. The study examined the changes in employment regarding jobs and qualification standards as well as changes in the training system at both its initial and later stages. The object was to determine, by comparing the two, actions to be taken to adapt the training system to employment; because of the permanent nature of this study, this adaptation can take place continuously and allow coordination between the public and private means instituted.

#### *The National Level*

This is naturally where major decisions on employment and training policies are taken.

An economic and social development programme has been established for each five-year period, and we have seen that it places great emphasis on vocational training.

Furthermore, the policies on vocational training and employment are structured in such a way as to allow for continuous coordination and consultation between all the economic and social concerns involved.

#### *The Community Level*

We should recall that since its inception the EEC has attached special importance to employment and training problems. The European Social Fund, for example, is an interesting contributory organ in this field.

2. The particularly widespread occurrence and the extremely diverse results of teaching and training policy often make rigid planning rather difficult. In certain cases objectives assigned to vocational training may even be contradictory and this often makes choice of the type of policy somewhat awkward. Thus, in a sector such as the construction industry, should there be a large labour force with relatively few qualifications to combat unemployment or should technical innovation and industrialization be encouraged, involving training at a high level for a limited number of workers ?

3. Equally, the complexity and diversity of the training system introduces constraints in the planning sphere.

From this, it results that general plans for the future must be spread over a sufficiently long period; at the moment it is difficult to make long-term estimates in employment. This can be seen from the fact that the oil crisis had cruel repercussions on the economic and social data on which training figures had been based.

This makes complete awareness of existing means all the more necessary: equipment, training centres and organizations, teaching personnel, pedagogical methods etc.

For this reason the law of 31 December 1975 compels all training organizations to declare their existence and to report periodically on their activities.

4. It is not surprising in these circumstances that the formulation of planning methods is very awkward.

It is relatively easy to specify objectives such as doubling the number of stagiaires (trainees) in training, which was anticipated and realized in the course of the 6th Plan, but it is much more difficult to predict a series of criteria for more precise objectives which one would relate to criteria for results.

We have already seen that objectives can, in certain cases, be contradictory; further to this, one should also take the human factor into consideration. It is well-known that at present, despite the crisis, there is a deficiency in the labour force in certain specialized sectors of industry; one can therefore envisage

means of training for these specialized sectors but this would be pointless if there are no people to fill the vacancies.

Furthermore, even if it were estimated, for example, that a specific number of metallurgists were required and consequently corresponding training courses were organized there is no proof that all the young people trained would actually take up the jobs. At present, France lacks sufficient nurses although the numbers being trained should, in fact, result in a surplus. Indeed, there is a high drop-out rate in this profession. More generally speaking, if study of the labour market resulted in the apparent desire for jobs requiring few qualifications, would it then be necessary to prohibit a corresponding number of young people from attaining a higher level of education and knowledge?

Similarly, one must look at the financial aspect. It may occur that certain means which are known to be effective could be abandoned owing to prohibitive costs; cost-effectiveness studies are now being initiated in the vocational training sphere.

The difficulty in assessing the results obtained is no less great.

First of all, certain factors are hard to quantify, for example the satisfaction felt by a worker on the improvement of his personal education. But even in the case of more objective elements, such as the improvement in the employment situation in a particular sector, it will always be difficult to detect how far vocational training has contributed to this.

All the above points show that we are still a long way from a completely rational system which allows an absolute determination of training needs, means of responding to those needs and finding men who will take advantage of the means to satisfy the needs.

While the French system maintains its function of setting up detailed programmes to improve future planning and organizing the teaching and training system for the years ahead, especially in the social and economic development programme but also at different levels of decision-making, it also seeks to adapt itself permanently to the situation.

Thus the most recent efforts have laid stress on the improvement of means of becoming conversant with the situation in the labour market and on expedient means of action towards facilitating a solution to employment problems.

Among the efforts made towards improving knowledge of the labour market, we should particularly mention those of the Agence Nationale pour l'Emploi — ANPE (National Employment Agency) whose contribution is increasing and which has formulated a répertoire opérationnel des métiers — ROME (operational job programme); for its part the CEREQ plans to initiate an employment programme linked with observation on a national level of entry into working life.

As for the expedient means of action, they help both workers and firms to find training adapted to the needs of the labour market; this is the case, for example, where 'levelling' measures have been implemented aimed at allowing those seeking work who do not have the exact qualifications or the necessary specialization to fill vacant positions quickly; this type of training is run in close liaison with the ANPE. These rapid adaptations basically take place because of the flexibility of the vocational training system and the existence of an array of decentralized activity on a regional level.

In conclusion, it appears that the French teaching and training system seeks both

— to define long-term plans which will correspond to various objectives and, which in particular, will cater for the needs of the labour market

— to establish a permanent adaptation by making the adjustments necessitated by economic elements and by the wish to afford each worker a total freedom of choice.

## Denmark

In Spring 1975 the Danish Government established a Council with an assignment to produce a coordinated training plan covering all fields up to 1990. In November 1975 the Council submitted the draft of such a training plan, which has been called U90.

Training policy in Denmark to date has not been considered from a common viewpoint. The various training fields have been considered as demarcated areas, and not to any significant extent as integrated links in a coordinated whole.

The plan is intended to set the stage for a responsible debate and an expression of views on the objectives of the training system as a whole. The Council considers it appropriate to base its work on a wide discussion of the general objectives of Danish society in relation to training policy, bearing in mind in this connection that training policy and social development in general will always affect one another. On the basis of such considerations, the Council intends over the coming years to produce a training plan which, as already mentioned, will cover all fields up to 1990.

Recently the Sektorrådet for de videregående uddannelser (sector committee for further education) has issued a report on short courses in further education which aim to divert some students away from long university courses. The reason for this is the structural unemployment, now relatively large, among the graduate population.

The Sektorrådet draws attention to the many opportunities — in part existing training courses and in part proposed new training courses — at institutions that traditionally cater for basic vocational education and the technical training associated with this.

In this connection, training is envisaged either along the lines of existing senior technical education, which normally presupposes basic vocational training, or training at a somewhat higher level, but lower than the university courses themselves.

These forms of education are aimed primarily at students, but if the occasion should arise they will also be open to people with a vocational training background who wish to continue within the training system.

This is a preliminary report that has not yet been discussed in the Undervisningsministeriet (Ministry of Education). However, a positive reception may be expected in view of the present somewhat unsymmetrical intake into the various training courses and the needs of those seeking training.

## 97. *Apprenticeship reforms in Luxembourg, France and Belgium*

In a memorandum issued jointly by the Chambre de Commerce (chamber of commerce) and the Chambre de Travail (department of labour) recommendations have been put forward concerning the reform of industrial apprenticeships in Luxembourg. These recommendations, which were commissioned by the Ministère de l'Éducation Nationale (Ministry of Education), are partly the result of fresh demands being put on training by advances in technology but chiefly they are a result of the conviction that there is a need for an improvement in the orientation of young people according to their aptitudes.

One of the major proposals is that all post-primary institutions for young people aged 12 - 15 should be integrated into a single type of school. Such centres would ideally be spread throughout the country and in them pupils would complete their 9<sup>e</sup> professionnelle (second cycle of primary education). Successful completion of this cycle would make pupils eligible for entry into industrial apprenticeship.

The Chambres further recommend the lengthening of apprenticeships, the revision of curricula and the introduction of teaching methods which lay emphasis on the concrete rather than the abstract and which include the use of audio-visual aids. In relation to this they stress the need for a balance between theory and practice owing to the nature of the occupation taught and the need for cooperation between those responsible for these two aspects of apprenticeship training. Consideration should also be given to the idea of smaller firms setting up inter-firm apprentice workshops in order to attain equality of opportunity for all apprentices. The length of apprenticeships should be three years, at the end of which apprentices would gain the certificat d'aptitude professionnelle — CAP (certificate of vocational aptitude).

An additional memorandum has been issued on the introduction into industrial apprenticeship of training in the metal industry. The theoretical part of the training will be characterized by polyvalence and the use of audio-visual aids

while the practical training will be undertaken in the Federal Republic of Germany.

On 9 June 1976, the French government announced its plans for the future of apprenticeships. The measures, if accepted, will come into effect on 1 January 1978 and they are designed to meet the following objectives: to promote further the training of young people; to promote employment among skilled craftsmen and to simplify administrative procedures.

One of the principal instruments towards reaching these objectives is the improvement of the training mechanism. It is hoped that this will be achieved by the development of pre-apprenticeship training in centres de formation d'apprentis — CFA (training centres for apprentices). These centres will be open to young people of 16 years and courses will lead to attainment of the CAP in two years. However, for those apprenticeships requiring a longer period of training pre-apprenticeship classes will be started for 14 - 16 year olds. State aid to the CFA's will be increased and regulations such as entrance requirements will be relaxed.

Review of the whole structure of apprenticeships will be intensified and curricula leading to the CAP will be re-examined so that young people completing their apprenticeship and those finishing technical education will be given equal opportunities.

On 15 January 1976 the Belgian Minister van Teverckstelling en Arbeid/Ministre de l'Emploi et du Travail (Minister of Employment and Labour) published a draft law concerning apprenticeships for salaried occupations, with the exception of occupations in merchant shipping and maritime fishing and, in certain cases, training in trades and crafts. This draft law follows for the most part the draft law concerning employment contracts now under discussion in Parliament.

An apprenticeship contract differs basically from an employment contract in that the return for the work carried out is not a salary but the training. Other points on which differences occur include provisions concerning the probationary period, duration of training, remuneration, obligations of the em-

ployer and the apprentice and the organization of apprenticeships (accompanying teaching, the setting up of joint employer/employee committees and co-ordination at a national level).

The minimum duration for an apprenticeship is to be six months and there must be a probationary period of not less than one month and not more than three. A contract must be drawn up and a copy supplied to the state. The apprentice must be paid a salary from the end of the probationary period. In the first year this salary will be no less than 25 % of the minimum salary for the occupation in which the apprentice is training. This will increase in the second and third years. Payment according to the apprentice's performance is not to be applied to minors and is only to be used with other apprentices if it does not adversely affect their training. The law places the employer under certain obligations concerning the type of work the apprentice is to do and his conditions of employment.

In addition to his practical training an apprentice is also obliged to follow the necessary theoretical training and sit the necessary examinations. Time spent studying is regarded as work time and is to be paid as such.

Emphasis is laid on the importance of commissions paritaires/paritaire comités (committees with equal representation from both employers and employees and their role in drawing up regulations) monitoring apprenticeship training, setting examinations and supplying information. The costs of these committees are to be met by the state. On a national level the Conseil National du Travail/ Nationale Arbeidsraad (National Labour Council) coordinates apprenticeship activities and studies the problems that arise.

Those stipulations which must be contained in the apprenticeship contract are to be determined by royal decree.

#### Sources:

Mémoire sur la réforme de l'apprentissage industriel, Luxembourg.

Mémoire sur l'introduction dans l'apprentissage industriel de la formation 'sidérurgie', Luxembourg.

Inffo Flash No 3, 16 June 1976.

Conseil National du Travail / Nationale Arbeidsraad.

## 98. Law to encourage the availability of training places — *Ausbildungsplatzförderungsgesetz*

### Initial situation

For a long time discussion in the FRG has centred on whether the present way of financing vocational training, according to which the undertakings providing training themselves bear the cost of this training, should be altered or supplemented so that all undertakings contribute towards the cost of training. When the law on vocational training was passed in August 1969 insufficient data were available for such a decision. However, since the final report from the expert committee on the cost and financing of vocational training (the Edding Committee) became available in March 1974 it has been known that

— Vocational training occasions considerable net cost, for example about DM 5 300 million in 1971/72, if the approximately DM 3 400 million produced by the trainees is deducted from the gross cost of 8 700 million;

— the cost of vocational training in individual occupations in 1971/72 showed a spread of DM 20 000 net per year;

— many employers provide no training or too little training, while they benefit from the training provided by others.

This prompts the Edding Committee to propose a contributory scheme under which the cost of in-service vocational training would be shared equally by all undertakings. A firm providing training would have its expenses reimbursed from a fund. All firms would pay a contribution to this fund based on their wage and salary bill.

### Aim of the law on the encouragement of training places

The law on the encouragement of training places, which was passed in

June 1976 by the Bundestag (German Federal Parliament) and which entered into force on 1 September, includes a contributory financing system which is intended to guarantee an adequate supply of training places. In accordance with this aim the arrangements instituted under the new law differ in certain important points from the recommendations of the Edding Committee:

— the new scheme is not a permanent one, but only comes into effect when firms themselves are unable to provide sufficient numbers of training places. A sufficient supply of training places means that at least 12.5 % more places are available than are required. If the figure falls below this level the financing scheme is introduced; if the figure exceeds this level it ceases to apply.

— the financial aid provided for does not refund the total cost of vocational training, but subsidies are granted towards the cost of investment in additional training places and towards the running costs of re-occupied training places; these subsidies help firms providing training to fulfil one of their obligations.

### Aid measure

Where the conditions for a financial scheme are fulfilled, the Federal Government still has to issue a regulation defining in detail the aid measures to be introduced. Article 2 (1) of the law on the encouragement of training places provides for:

(i) Subsidies to training bodies (undertakings) in respect of training posts which these firms have introduced in addition to the average number of training posts made available over the last three years.

(ii) Subsidies to training bodies for training posts introduced during the calendar year of the entry into force of the regulation, provided no subsidy is granted under the heading 1;

(iii) Special aid to maintain in-service training places which are in danger, where measures under headings 1 and 2 are inadequate to guarantee an adequate supply of training

places in the region, and grants for the running of joint inter-company training centres, where the organizer is not in a position to provide the financial resources necessary for the use of the available training places.

### Vocational training levy

The resources to finance the subsidies are provided by all private and public employers by means of a vocational training levy amounting to a maximum of 0.25 % of the wages and salaries bill; each employer liable for contribution can deduct an allowance of DM 400 000 per year from his wage and salary bill. This allowance has the effect that all those undertakings whose annual wage and salary bill does not reach this amount — about 90 % — are completely exempt from the obligation to contribute. The Länder assume responsibility for the collection of the vocational training levy, while the distribution of funds is the task of the Bundesinstitut für Berufsbildung (Federal Institute for Vocational Training) with the assistance of the Lastenausgleichsbank (the 'compensatory bank').

### Statistics on vocational training

To facilitate objective and forward-looking educational planning, the new law provides for the introduction of comprehensive vocational training statistics. With the help of a new set of instruments, a solid basis of data on the vocational training sector is to be created. On the one hand data are needed concerning the situation on the market in training places, i.e. supply and demand of training places in the recent past and the expected trend; these data are to be included in the report on vocational training presented each spring by the Federal Government and will provide the basis for a decision on whether the financing scheme shall be brought into play or not. On the other hand the new law creates the basis for the development of the existing statistics on vocational training, with all the relevant data concerning trainees, training centres, training bodies, examinations and supervision in vocational training.

### The Federal Institute for Vocational Training

The institutions set up under the 1969 Law on vocational training, the Bundesinstitut für Berufsbildungsforschung (Federal Vocational Training Research Institute) in Berlin and the Bundesauschuß für Berufsbildung (Federal Committee on Vocational Training), are now combined under the new Law into one institution, the Bundesinstitut für Berufsbildung - BIB (Federal Vocational Training Institute). Thus all those concerned with vocational training are brought together under one heading: employers and workers, Federal Government and Länder, practical and academic circles.

The list of the BIB's tasks are wide-ranging and include, for example, vocational training research, the preparation of vocational and further training regulations and other regulations including the financial scheme, the promotion of joint inter-company centres, the supervision of pilot projects, the financing of vocational training and collaboration on the new statistics on vocational training.

The new Institute is run by the Generalsekretär (General Secretary) and the Hauptschuß (Main Committee). The Hauptschuß is organized on a joint basis and is composed of representatives of the workers, the employers, the Federal authorities and the Länder, each of whom has eleven votes. Subcommittees can be established to deal with the numerous tasks of the committee. There is a standing subcommittee, the Länder sub-committee, which tries to coordinate company training arrangements with the outlined curricula of schools. The Generalsekretär can set up specialist committees to provide expert advice. They should be composed of teachers, trainees, training officers and other experts.

In order that the Bundesinstitut für Berufsbildung be kept fully informed concerning the vocational training of handicapped persons, a standing committee on the problems of handicapped persons is being established.

#### Source:

Frau Ingemarie Grünewald, Bundesministerium für Bildung und Wissenschaft.

### 99. Youth unemployment in the European Community

(Continued from item 79, Issue 1-1976)

In the article on youth unemployment published in Issue 1-1976 statistics showed that at the end of 1975 unemployment among young people under 25 was at its highest ever level in the European Community. Since then there has been an improvement in the overall employment situation in a number of countries, a trend from which young people have benefited. Figures showing the proportion of young people among the unemployed for the period December to May 1976 show that there has been a substantial fall in Belgium, France, the FRG and the Netherlands. In France, for example, there has been a drop from 46.88 % in November 1975 to 37.01 % in May 1976. However, it should be noted that there is a general tendency for the proportion of young people among the unemployed to decline in the spring owing largely to seasonal factors. A comparison of figures representing the proportion of young people among the unemployed in spring 1975 and in spring 1976 shows that there has been very little change. Thus there has been no improvement in the relative position of young people on the labour market and consequently the Commission of the European Communities has decided to implement new measures in an attempt to ease the situation.

The Commission has approved a draft recommendation to the Member States urging them to promote the appropriate vocational preparation for young people who are unemployed or threatened by unemployment.

The background to this recommendation is the Commission's concern at a situation where youth unemployment in the Community has grown continuously since 1970, has doubled since the beginning of 1973 and in the spring of this year meant the unemployment of more than 1 500 000 young people under 25. In spite of the expected improvement in the economic situation the outlook for young people remains uncertain. The labour supply between 1976 and 1980 is expected to increase by about 2 million while there will

be a fall in the number of those retiring. Thus, youth unemployment could become more acute in the medium term. In the longer term (from about 1985 onwards) the situation should become easier as the young people born in the years of low birth rates since 1968 start entering the labour market. But youth unemployment is not caused solely by quantitative factors. It is also the outcome of a growing divergence between the preparation and qualifications of the young people entering the labour market and the kind of jobs available to them.

The specific concern of this recommendation is the large number of young people who enter the labour market every year without adequate preparation for the world of work. They leave school at the minimum age (ranges in the Community from 14 to 16) often with poor command of the basic skills. Since they at present receive little guidance or training, they have difficulty in finding a job. It is this category of young people which needs the help of well integrated guidance, training and placement services.

The recommendation should also provide help for those young people who, without any prior vocational training, have found work of an unskilled type. But such work is often threatened by redundancy at short notice so the recommendation aims at improving their chances of keeping their jobs or of finding new ones.

The Member States are recommended to make vocational preparation available to young people between the end of compulsory school attendance and the age of 25 who are either unemployed or threatened by unemployment and who have no other opportunity for vocational training. This preparation should include as appropriate:

- (a) vocational guidance;
- (b) reinforcement and application of basic skills e.g. oral and written expression, elementary mathematics etc.;
- (c) understanding of the basic principles of economic and social organization, law relating to social security and employment, roles of management and trade union etc.;

(d) practical initial training in a broad skills area;

(e) practical experience of work.

The recommendation also urges that young people threatened by unemployment should be given reasonable leave of absence from their work to attend training courses and that maintenance allowances, fees (if any) and the costs of courses should be paid to all young people attending publicly approved courses.

Finally, Member States should take any necessary steps to ensure that young people who leave school at the minimum school-leaving age are not prevented by legal restrictions from undertaking vocational training or taking up employment.

The Commission will now consult the European Parliament and the Economic and Social Committee before publishing the final text of the recommendation.

Source:

Commission of the European Communities, DG V/B/3.

### 100. *Teacher surplus in the FRG and UK*

Since 1975 the Federal Republic of Germany has been unable to absorb all newly-qualified teachers into the state education system. Of the 34 200 new teachers who applied to join the education service in 1975 2 100 had to be rejected. The number of applicants for teaching posts in 1976 is estimated at 37 000 and, in spite of an increase in the number of posts available, approximately 4 300 applicants will not be placed this year. This teacher surplus led the Kultusminister (Ministers of Education of the Länder) to set up a committee to study employment opportunities for teachers and to coordinate the work in this field being undertaken by the various Länder administrations.

In view of the budgetary controls and regulations concerning employment in the public sector, which apply in the Länder, the committee has pointed out that an effective long-term decline in teacher unemployment can only be achieved by reducing the influx of new teachers. In order to achieve this, the information and experience gained through cooperation with the Bund in forecasting supply and demand should be put to effective use in planning and administration and should also be passed on to the public. The committee takes the view that the first steps have already been made in this direction with the reduction in the number of teacher training places and the replacement of courses for student teachers with alternative courses. Furthermore, the committee has examined the following ancillary measures, which could be appropriate in mitigating the problems arising from the surplus:

- creation of additional employment opportunities by expanding the education sector, increasing part-time employment and encouraging early retirement;
- creation of additional employment opportunities outside the education sector;
- teacher exchange between the Länder;
- extension of social security for teachers.

In the UK the Department of Education and Science - DES faces similar problems to the German Länder, in that many British trainee teachers will be unable to find teaching posts when they qualify. Following earlier attempts to balance supply with demand (see Item 81, Issue 1-1976), the entry of students to polytechnic departments and colleges of education is to be reduced in 1977 to 12 000 on certificate courses and degree courses and to 10 000 on post-graduate teacher training courses. The intake figures for 1975 were 20 000 and 12 000, respectively. These latest cuts are contrary to the recommendations of the Advisory Committee on the Supply and Training of Teachers, who suggested an entry figure of 15 000, and reactions to them have been unfavourable. In spite of the overall position, the DES is concerned to avoid a shortage of specialist teachers, such as French, mathematics, handicraft and religious education teachers for secondary schools

as well as teachers for pre-school and primary education. Availability of these teachers is difficult to ensure, since courses are designed specifically to allow a student a delay in making vocational choices and students may well change direction during their course.

*Sources:*

Times Educational Supplement, 25 June 1976.

The Guardian, 1 June 1976.

Frankfurter Allgemeine, 14 June 1976.

Pressemitteilung - Sekretariat der Ständigen Konferenz der Kultusminister der Länder, 15 June 1976.

## 101. Vocational training in the construction industry

(Continued from Item 88, Issue 2-1976)

### France

The building and public works sector is one of the most important in French industry, since it employs approximately 2 000 000 people.

Companies vary greatly in size and are widely scattered over the country. There are, in fact, more than 250 000 companies, over 200 000 of which are small-scale undertakings. As in other sectors vocational training is financed both by the Government and by the industry itself and it encompasses young people undertaking initial training as well as adults involved in continuing vocational training.

#### I - Initial Training

Basically, initial training is given in several types of establishment: public technical colleges (70 000 students), private technical colleges (10 000 students), pre-apprenticeship classes (17 000 students), and training centres for apprentices (44 000 apprentices). This amounts to 140 000 young people altogether.

The subjects taught vary widely but can be classified under three main headings: foundations (32 000), joinery

and metal work (46 000) and other work (62 000). The public and private educational institutes offer full-time training of an academic nature, whilst the pre-apprenticeship classes and the training centres for apprentices include practical in-company training alternated with theoretical training given at the centre. The apprenticeship is of two years' duration.

The majority of the apprentice training centres in this sector have reached agreement on cooperation with the 'Comité Central de coordination de l'apprentissage du bâtiment et des travaux publics' - CCCA (the central committee for the coordination of apprenticeships in the construction industry and public works sector). At the end of their training the pupils or apprentices sit an examination for the 'certificat d'aptitude professionnelle' - CAP (certificate of vocational aptitude) or a 'brevet d'études professionnelles' - BEP (certificate of vocational studies). It should be noted that the number of pupils in training at the moment may just fulfil the foreseeable needs of the industry as far as joinery, metal work, heating and electricity are concerned, but on the other hand, the shortage of manpower is of some consequence in the fields of masonry, carpentry, painting, glazing and especially in the operation of machinery.

#### II - Continuing Vocational Training

Because of the shortage of trainees in initial training a special effort has been made in the field of continuing vocational training. As in other sectors and in initial training, this initiative is financed by both the government and by the industry itself.

##### (1) Government Action

(a) *L'association nationale pour la formation professionnelle des adultes - AFPA (National association for adult training)*

The AFPA is basically designed to facilitate the training of the unemployed. A full-time training period of six to eight months is offered, during which the trainees are paid. At the end of the period of training they sit an examination for the 'certificat de formation professionnelle des adultes' (certificate of adult training).

Out of the 55 000 trainees who began their training in 1975, 25 000 were training for a job in the construction industry. More than 75 % of these trainees are less than 25 years old.

##### (b) Vocational training agreements

The government may give financial aid as a result of vocational training agreements. These apply particularly to young people without qualifications and to the unemployed. Training varies widely as far as the length of courses and teaching methods are concerned. Each year approximately 50 000 people benefit from training financed by the government.

##### (2) The role played by the industry itself

Companies employing at least ten workers are obliged to assign the equivalent of at least 1 % of their total salary expenditure to the training of their staff.

In the construction industry the majority of companies belong to a special training fund, namely the 'groupement pour la formation continue dans le bâtiment et les travaux publics' - GFC.-BTP (group for continuing training in the building and public works sector). Like all training funds, it is managed jointly by employers and employees and it ensures the training of 40 000 workers each year, either by helping training organizations or by reimbursing companies with staff training expenditure. Moreover, the companies are directly responsible for the training of 30 000 workers.

The type of training offered is very diversified, but it is mainly a question of consolidating and improving knowledge in a relatively short period of time.

Training in the construction industry is therefore very important in France, since each year it involves more than 280 000 people, who are divided almost equally between initial training and continuing vocational training.

### Denmark

In Denmark there are several bodies involved in the planning and supply of manpower in the building and

construction industries. The more formalized and protracted training comes under the auspices of the Undervisningsministeriet (Ministry of Education) which in collaboration with the industry, organizes and controls the training. This training, i.e. apprentice training, basic vocational training and junior and senior technical training, takes place at independent institutions. The shorter courses take place under the aegis of the Arbejdsministeriet (Ministry of Labour) which is responsible for labour market policy.

The Arbejdsministeriet is concerned with special worker training (this is usually of two to four weeks duration and generally takes place in education establishments) but there is nothing corresponding to 'New Entrant Training', where those seeking training receive 16 weeks practical training away from their place of work before going to a technical school. The Ministry is also responsible for the retraining of skilled people and arrangements for further training. Whereas participants in courses arranged by the Arbejdsministeriet may in certain cases receive compensation for loss of earnings, this is not the case with the established formal training of the Undervisningsministeriet where those wanting training are obliged to seek normal education grants.

## 102. Franco-German examination experiment

France and Germany have set up a joint experiment to develop and investigate a form of training known as 'contrôle continu/ausbildungsbegleitende Leistungsnachweise' (continuous assessment).

It is proposed that the new scheme will replace the current system of training followed by one final examination. This involves the provision of outline curricula and, in Germany, the provision of training regulations for in-firm training. The learning objectives for in-firm training are broken down into units and performance is assessed on completion of each unit. A positive assessment is regarded as a partial qualification and, at the end of the

course, these partial qualifications will add up to a full vocational qualification for a trade, thus making final examinations unnecessary.

The experiments aim to ascertain whether continuous assessment is superior to the current system, by consideration of the following areas:

- curricula and teaching theory
- basic vocational training and specialized technical training
- examination costs, which are assessed by taking into account time, personnel and financial factors and use of space, such as training areas, teaching workshops etc...
- opportunities for early recognition of an unsatisfactory choice of career
- the measurement of acquisition of skills
- support and opportunity for development afforded to the trainee by means of individualized learning
- minimization of anxiety and pressure caused by examinations
- learning motivation
- simplification of performance evaluation
- evaluation and assessment procedures.

France is confronting similar problems relating to final examinations, as, there too, the result of a single final examination is definitive and the examination system involves high administrative costs. It was therefore appropriate that France and Germany should cooperate in this area.

A long-term aim of this project is that the final vocational training diplomas awarded in France and in Germany should be equivalent and mutually recognized in both countries.

The German pilot schemes are being set up in Baden-Württemberg, Rheinland-Pfalz and Saarland to offer training for the following occupations: mechanic, fitter (metal industry); electrical fitter (electrical technology); and mason, skilled construction worker (building/woodwork sector).

The experiments being conducted in France near the German border also train for jobs in the above sectors.

In France the entire training takes place in colleges and intercompany training centres, but in Germany training takes place within the dual training system. For this reason the German experiment has the following subsidiary aims:

- the curriculum should be agreed between the two training establishments, i.e. the school and the company, paying special attention to the relationship between technical theory and practice in learning objectives
- there should be an alignment of the theoretical and practical aims and content of the training
- new means of collaboration between the company offering training and the school and between trainers and teachers should be established
- the transferability of the French system to conditions in Germany should be considered.

A Wissenschaftliche Begleitgruppe (supporting team of experts) has been set up to monitor the German pilot schemes. Its work includes the following tasks:

- making comparative studies of German experiments under the scheme and comparisons between the German and French experiments
- monitoring and evaluating curriculum development and the continuous assessment system
- monitoring and evaluating the progress of the scheme as a whole.

### Sources:

- Times Educational Supplement, 21 May 1976.
- Modellversuch zum System 'contrôle continu' - Vorstudie zur wissenschaftlichen Begleitung. Karlsruhe: July 1975.
- Verordnung über die Entwicklung und Erhebung einer neuen Ausbildungsform, 25 July 1975.
- Bundesgesetzblatt Z 1997A, No 90, 31 July 1975.



## 103. Numerus clausus

### Federal Republic of Germany

#### The 'Seven Point Programme on the Opening of the Universities' by the Bundesminister für Bildung und Wissenschaft

For many years now the German Bundesregierung (Federal Government) has demanded the phasing out of restrictions on admission to universities which have spread to more and more subjects since the middle of the sixties. The five-year struggle to introduce the Hochschulrahmengesetz (Outline Law on Universities) which finally entered into force on 31 January 1976 meant time wasted as regards the urgently needed structural development of the universities. In the meantime the administrative system for allocating university places, which had been built up since the mid-sixties, developed a considerable impetus of its own:

- the Central Registration Office for applications to medical faculties has developed into the Clearing House for the Allocation of University Places which has been growing steadily since 1973
- the percentage of university places for first-year students covered by the Clearing House has increased from 10 % to about 75-80 %
- the procedures used at the present time to determine the number of places available in universities do not lead to full use of available capacity and result in insufficient flexibility as regards the availability of places
- particularly in the case of medical subjects, the limits on selection according to the average mark in the school-leaving examination and the waiting time have become unjustifiable. At the same time the large numbers of people waiting has led to a bottleneck within the universities, which has itself increased the restrictions on entry
- the pressure to achieve high marks in the schools has brought about unbearable conditions which endanger the schools' educational role.

This development is at odds with the great financial efforts made to improve the university sector in recent years.

Between 1970 and 1975 a total of about DM 16 000 million was spent on university building. Since 1970 about 29 000 new academic posts have been created in universities. Teaching accommodation for about 200 000 students was created and improved use of this accommodation would make room for a still larger number of students. In the opinion of the Planungsausschuß für den Hochschulbau (Planning Committee for University Building), set up by the Federal Government and the Länder, which approved the sixth outline university building plan on 1 July 1976, and in the opinion of the Wissenschaftsrat (Academic Council) which presented its recommendations concerning the range and structure of higher education on 21 June 1976, absolute restrictions on entry, i.e. the denial of any university place at all to some applicants with the necessary entry qualifications, can be avoided. If the situation is viewed as a whole, then up to the present time a place has been available for each applicant with the necessary qualifications and in the future, too, every qualified applicant should have the opportunity of entering university. This is the aim of the seven point programme of 12 May 1976 put forward by the Bundesminister für Bildung und Wissenschaft (Minister for Education and Science).

The seven point programme offers constructive reform, which is the theme of the Hochschulrahmengesetz, as an alternative to the protective mechanism of the existing restricted entry system. The inclusion of further subjects in this system should be stopped and the admissions machinery dismantled, particularly where it operates to no effect. In the winter term of 1975/76 in 23 out of 41 subjects it was possible to admit all applicants who had offered one of the subjects as their first choice. In 14 subjects all other applicants were also admitted. If university capacity is calculated on the basis of a reference figure this should make the supply of university places more flexible, gradually eliminate the tendency to regulate these places and restore the initiative to the universities themselves. The introduction of what is known as an excess quota (an emergency supplement for a

limited period) is intended as a temporary emergency measure to enable the universities to survive the additional burden occasioned by the students born in high birth-rate years who will be entering in the coming decade. In those subjects where restrictions on entry are more difficult to eliminate and will persist for the foreseeable future (medicine, dentistry, bio-chemistry, biology, food chemistry, pharmacy, psychology and veterinary science), a more just method of admitting students should result from the introduction of the special selection procedure provided for under the Hochschulrahmengesetz whereby waiting lists will be abolished and the final examination marks supplemented by a screening procedure linked to the subject in question. In all other subjects a simple central allocation procedure should guarantee, where necessary, that applicants for these subjects can be certain of admission from the outset and that the universities are allocated students on an equal basis. The Federal Government demands that considerable progress towards the realization of this programme should be made by the summer term of 1977.

This rapid progress is necessitated primarily by the probable trend in the numbers of university leavers over the next few years. In 1980 there will be an increase over 1975 of 123 000 pupils leaving school at 16 plus and seeking an apprenticeship (an increase of 16 %). This reflects the demographic trend resulting from the birthrate, which rose until 1966 and which has been falling sharply since. Accordingly, the universities will experience the greatest demand for places from qualified applicants in 1983. As a result, training opportunities must be drastically increased not only in the universities, but above all in vocational training. The most important thing in this connection is to avoid compromising the chances of 16 plus school-leavers who apply for a training place and face competition from those qualified to enter university but prevented from doing so by a protective intake restriction system. The decisive socio-political aim of the seven point programme on the opening of the universities is thus to mobilize all training reserves for the heavy birth-rate years which will soon be with us. Calculations show that, given an appropriate structure of the university career and full use of existing and future capacity, sufficient places will still be available

when the universities have been opened up, even if the student population reaches a peak of about 1.1 million.

Together with the vocational training measures, the seven point programme by the Bundesminister für Bildung und Wissenschaft represents a progressive educational policy which regards the demand for apprenticeships and university places as two aspects of the same phenomenon. The aim is to satisfy the expectations of the school-leavers belonging to the high birth-rate years and to guarantee a high level of training. In the view of the Federal Government, restricted intake is not a suitable answer to the increased demand for training among the population as a whole or to the increasing number of applicants belonging to the heavy birth-rate years. However, the seven point programme is intended not only to relieve applicants of the intake restrictions but to force the universities and the Länder, which are largely responsible for educational policy, to change over from what are primarily administrative measures to more comprehensive solutions to the problems of educational policy and to set resolutely about the task for which the Hochschulrahmengesetz has laid the ground i.e. the reform of the structures and content of higher education and, above all, the system of courses.

If the courses are modernized and planned to a greater extent than hitherto with practical usefulness in mind and if, in addition, the courses offered were to progress beyond the traditional subjects and if the period of study were shortened, then the transition from university to work would be considerably facilitated.

#### **Belgium, the Netherlands and Sweden**

Following economization plans for education the Belgian government has drawn up plans for limiting the numbers accepted for teacher training and for training in certain paramedical professions. Discussions between all parties concerned about how to achieve a balance between supply and demand in these professions are currently going on.

In the Netherlands the Academische Raad (Academic Council) has advised that limits be applied in five subjects: medicine, veterinary science, dentistry, pharmacy and history. The Council has also suggested plaatsingscommissies (registration committees) for several other subjects.

In Sweden formal merits will now have less significance for admission to higher education, as the factual knowledge needed to benefit from education is considered more important. Where selection is necessary for education programmes, it is carried out according to a proportional quota system. The selection rules for single courses are different and depend on assessment of the individual candidate.

#### *Sources:*

Dr Müller-Solger, Bundesministerium für Bildung und Wissenschaft.  
NRC Handelsblad, Rotterdam, 29 March 1976.  
Swedish Ministry of Education and Cultural Affairs- Press Release, Stockholm, April 1976.

### *104. Short news*

#### **Europe**

*A draft Directive on distance education* has recently been formulated by the Commission of the European Communities. This draft replaces an earlier one which looked at both educational and contractual aspects of distance education. Discussions of this earlier draft showed, however, that a different approach to the problem was desirable in order to take into account the differences in administrative responsibilities existing in the Member States. The present draft has now been discussed by experts within the Member States and the Commission has also received the views of commercial associations.

The *European University Institute*, founded by the nine Member States of

the EEC, begins its first academic year on 1 October 1976. It is situated in Florence and will admit 50 students in its first intake. The Institute is a graduate school open to highly qualified students intending to prepare a doctoral thesis or to do advanced research in the following fields: history and civilization, economics, law or political and social sciences.

#### *Sources:*

Weekly note issued by the Commission of the European Communities, 9 July 1976.  
European University Institute.

During the period January 1975 - June 1976 representatives of the Stichting Opleiding Leraren (Foundation for the training of teachers) in Utrecht and of Didsbury College of Education, Manchester, discussed proposals for the establishment of a joint four-year teacher training course. This project, known as the *Didsol Project*, has been financially supported by the Commission of the European Communities. An interim report of the progress to date has now been issued.

#### *Source:*

The Didsol Project :  
Interim Report, August, 1976.

#### **Belgium**

A course in *computer programming for talented handicapped people* has been developed at a training centre in Terhulpen. The training, which started in January 1976, lasts 18 months, after which each participant will be offered a job as a programmer or analyst. The training includes two periods of about four weeks, spent gaining practical experience in a company or institution. The training will be completed by August of next year.

#### *Source:*

De Standaard, 26 March 1976.

Following receipt of more detailed information concerning Laws on Vocational Training in the EEC (see item 77, Issue 1-1976), the Belgian section should read as follows :

Country	Vocational training laws in operation	Implications	Government proposals 1974-1976 affecting vocational training	Implications
Belgium	<p>Loi accordant des crédits d'heures aux travailleurs en vue de leur promotion sociale (10 avril 1973) (law granting a credit hour system to employees to allow for personal advancement) (10 April 1973)</p> <p>Arrêté royal accordant une indemnité de promotion sociale aux travailleurs qui suivent des cours en vue de parfaire leur formation intellectuelle, morale et sociale (28 décembre 1973) (royal decree awarding a grant for the social advancement of employees undertaking studies in order to perfect their intellectual, moral and social training) (28 December 1973)</p> <p>Arrêté royal relatif à la promotion de stages dans les entreprises pour des diplômés demandeurs d'emploi (13 août 1975) (royal decree on the promotion of training in industry for unemployed school leavers) (13 August 1975)</p> <p>Article 87 de l'arrêté royal du 20 décembre 1963 relatif à l'emploi et au chômage (Article 87 of the royal decree of 20 December concerning employment and unemployment)</p>	<p>The right to study leave, the length of which depends on the year of study without loss of salary for all employees under 40 years of age</p> <p>Government grants available to employees under 40 years of age</p> <p>The right to a period of 6 months training in industry in conjunction with studies for unemployed school leavers between 15 and 25 years of age.</p> <p>This provides for the establishment of special centres for young people. Three-phase training.</p>	<p>Extension of credit hours system to include new courses and new groups of people in society. Ministry of Employment and Labour</p>	<ol style="list-style-type: none"> <li>1. Certain university level courses</li> <li>2. General training for economic, social and cultural advancement</li> </ol>

A Royal decree of 13 August 1975 on the promotion of in-company training courses for school leavers seeking jobs was passed on 3 September 1975. It provides for financial aid to be granted by the Office National de l'Emploi (National Employment Office) to employers who offer employment to trainees.

Source : Ministère de l'Emploi et du Travail/Ministerie van Werkgelegenheid en Arbeid, Brussels.

## Federal Republic of Germany

An investigation into the current situation of *counselling services for school children* and an analysis of their functions has been undertaken by an independent research team appointed by the Bundesminister für Bildung und Wissenschaft (Minister of Education and Science). The findings, published in an interim report on this project, show that an adequate provision of counselling services, such as there is in Belgium, does not exist in Germany. Furthermore, the emphasis of their activities varies widely according to the size of the area

to be served and the priorities set by the institutions providing the services. The report also gives an overall view of those areas in the school counselling services which are deficient.

*The ABC-Handbuch*, a manual for defining the vocational opportunities offered by specific training courses and jobs and in specific branches of industry, has been drawn up by the Institut für Arbeitsmarkt- und Berufsforschung (Institute for Labour Market and Occupational Research). The principles underlying this manual were formulated on the basis of the following criteria:

- the need to take into account the various aspects of choosing a career
- the need to consider personal circumstances and individual career expectations
- the need to provide a detailed specification to identify the risks and opportunities in the labour market, rather than simply a generalized description.

Between 1970 and 1980 about 2 million workers will find that the skilled work for which they have trained is not available. According to a study by the

*Rheinisch- Westfälisches Institut für Wirtschaftsforschung* (North Rhine-Westphalia Institute for Economic Research), about 68 occupations will be affected. An efficient retraining policy supported by vocational guidance will be needed to provide opportunities for over one million of these qualified workers to train for other skilled work, but the remainder may be required to take up less skilled work as the demand for unqualified workers is growing.

According to the Bundesfinanzministerium (Federal Ministry of Finance) expenditure on education in 1975 totalled DM56 200 million, of which more than 70 % was contributed by the Länder, about 20 % by local authorities and 8.5 % by the Bund (this latter figure represents a 2 % increase in Federal contributions since 1970). Out of this total 60 % was allocated to schools and 24 % to higher education. Since 1970 expenditure on education has more than doubled, although the proportion of total public expenditure allocated to education has only risen from approximately 14 % to 16.1 %. Over the same period funds apportioned to the promotion of vocational training increased from 5 % - 7 % of total education expenditure.

#### Sources:

Informationen Nr. 23, 4 June 1976.  
Mitteilungen aus der Arbeitsmarkt und Berufsforschung 1/1976.  
Handelsblatt, 21 June and 1 September 1976.

#### France

In March 1976 a number of people responsible for economic activity together with various heads of the grandes écoles produced a *manifesto concerning the development of experimental teaching* in secondary education. The manifesto speaks out against too great a tendency towards abstraction in teaching, particularly in modern mathematics and linguistics. The principles contained in the manifesto arise from recognition of the need to know how theory is related to real life and they point out that abstract teaching runs the risk of having disastrous results unless it is complemented by experimental teaching which will satisfy this need.

*The Commission Education - Formation du VIIème Plan* (7th Plan Commission on education and training) has formulated a number of objectives concerning continuing vocational training up to 1980. These include: improvement in state intervention policy in an economic and social context; the simplification of mechanisms and procedures; increased employer participation in the identification and development of training; increased opportunities for public institutions to participate in continuing training; a better control of training activities and bodies; the achievement of continuity between initial and continuing training, and implementation of a policy on permanent education.

#### Sources:

Informations SIDA, No 263, March 1976.  
CUIDEP, 15 May 1976.

#### The Netherlands

The present provisions for adult education in the Netherlands are very unevenly dispersed, which means that large groups of people are overlooked. According to the Commissie Bevordering Plaatselijke Educatieve Netwerken (committee for the promotion of local education networks) there is an urgent need for central points of information on the possibilities available in the field of adult education. This concerns an estimated 1 million participants each year. Furthermore a policy should be formed with a view to continuing education. This policy should pay special attention to giving precedence to deprived groups and to investigating the possibility of paid educational leave and the right to learn as well as the concept of recurrent education. As varied a selection as possible should be offered but the committee lays emphasis on vocationally-oriented training.

It will be at least another three years before the *Open School* becomes a reality in the Netherlands. It is hoped that pilot projects of two years' duration can begin on 1 January 1977 and only after this will a clearer picture arise of what is necessary for an Open School. The experiments are directed exclusively at the educationally deprived groups of working adults, married women and young working adults (17 - 30 approxi-

mately). Each project will be allotted a coordinator and will involve about 350 participants, except for the married women project, which, because of its regional character, will have approximately 750 participants and two coordinators.

The need to find a *system of reimbursement* by means of which a standardization of costs and reimbursement for infant and primary schools could be achieved is the subject of a report by a working party set up in 1974. The report shows that there are great discrepancies in costs between the various schools, particularly between state and independent schools, with large scale management being cost increasing, rather than decreasing. The working party recommends that in any system the normative costs of a number of 'model' schools should be the basis of reimbursement. The majority of the working party advocates a system of 'taakstellende normen'. This would mean that for all aspects of the education provided a programme of minimum requirements must be drawn up, thus making it clear for which duties the local authorities and the school management should be responsible. These requirements would then represent reimbursement units.

On 11 May 1976 the *Overlegorgaan Onderwijssamenwerking voor Ontwikkelingslanden* (the consultative body on educational cooperation with developing countries) was inaugurated. This consultative body will serve as a debating forum for the government and those Dutch institutions which are involved in providing higher education for students from, in particular, the Third World, or which are concerned with cooperation projects in university development.

#### Sources:

Uitleg 456/17.  
Katholiek Schoolblad, 8 May 1976.  
NRC Handelsblad, 2 September 1976.  
Uitleg 464/10, 1976.

#### Sweden

In May 1976, the government issued directives for a new *survey of the teaching aids market*. The last survey was made at the end of the sixties. The survey

should give an overall picture of this market, its development, extent and structure, including concentration trends, competitiveness, marketing resources, price trends and profit margins as well as their effects on the supply of materials for special sectors. Thus a shortage of teaching material has been noted in the field of adult education and on some upper secondary school lines.

A nationwide ' *Open University* ' has been rejected in favour of regionally planned distance teaching in a Bill presented to the Swedish parliament. Programmes would be produced by individual institutions within the six newly-created higher education regions. During preparation cooperation with the national correspondence schools is also expected, while course planning would be the responsibility of the regional boards. A decentralized system

is favoured for its flexibility, lower fixed costs and the fact that the regional organizations were already in existence. Also included are proposals for a new state-financed, non-profit foundation for educational broadcasting to begin in July 1977.

#### *Sources*

Swedish Ministry of Education and Cultural Affairs Press Release, 20 May 1976.  
Times Higher Education Supplement, 21 May 1976.

#### **United Kingdom**

In 1975 over 200 projects were in progress or had been completed in the field of *training and human resource develop-*

*ment* (including those of the Training Services Agency). Of the research projects undertaken by Industrial Training Boards about 50 % were accounted for by only four boards (Local Government, Printing and Publishing, Distributive, and Air Transport and Travel) out of a total of 28. The majority of these projects come under the broad area of management and organization development and the least under clerical. Evaluation research, which has been popular in the past, now seems to be on the decrease.

#### *Source:*

Industrial Training International  
Vol. 11, No 6, June 1976.

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# Documentation

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## EUROPE

### RECENT MEASURES TAKEN BY THE EUROPEAN COMMUNITIES REGARDING THE EDUCATION OF MIGRANT WORKERS' CHILDREN

#### 1. *Freedom of movement*

Council Regulation (EEC) No 1612/68 (OJ L 257/2, 19 October 1968) lays down rules relating to the free movement of workers and their families within the Community.

This regulation, which relates only to nationals of Member States or who are or have been employed in another Member State, is directly applicable (i.e. it cannot be overridden by the laws and regulations of Member States). Article 7 of this Regulation stipulates that 'a worker who is a national of a Member State shall, by virtue of the same right and under the same conditions as national workers, have access to training in vocational schools and retraining centres'. Article 12 stipulates that 'the children of a national of a Member State who is or has been employed in the territory of another Member State shall be admitted to that State's general education, apprenticeship and vocational training courses under the same conditions as the nationals of that State, if such children are residing in its territory' and that 'Member States shall encourage all efforts to enable such children to attend these courses under the best possible conditions'.

After this Regulation had come into force, however, several Member States continued to deny children of migrant workers the education grants which they normally gave to their own nationals, or made these grants dependent on a period of residence of three to five years. The judgements of the Court of Justice in Cases 9/74 and 68/74 have dispelled all doubt regarding the interpretation of Article 12. This Article covers not only the rules relating to admission alone, but also general provisions, including financial assistance, designed to facilitate school attendance. Following discussions with the representatives of Member States, it is now agreed that Article 12 also applies to grants made to students undergoing post-secondary, university and non-university training.

#### 2. *Social action programme*

In its Resolution of 21 January 1974 concerning a social action programme for the period 1974-1976, the Council of Ministers

of the European Communities included amongst its priorities the establishment of an action programme for migrant workers and their families, aimed, amongst other things, at solving the problems of training and educating the children of migrant workers (OJ C 13/1, 12 February 1974).

This programme covers all migrant workers, whether nationals of Member States or non-member countries. The programme, presented in December 1974 by the Commission, contains a series of practical measures concerning the education of migrant workers' children:

- an increase in the number of reception and accelerated training classes;
- the improvement of methods and materials used in the teaching of migrant children;
- the provision of education in school time so as to preserve the original culture and mother tongue;
- measures designed to aid the reintegration of children into the educational system of their country of origin;
- the training of teachers specializing in the education of migrant children;
- the recruitment of foreign teachers able to instruct migrant children in their mother tongue and culture;
- the expansion of social workers' duties to ensure school attendance by migrant children and improve the organization of activities outside school;
- the promotion of bilateral and multilateral agreements between host countries and countries of origin with a view to improving cooperation in education, particularly as regards the recruitment and training of specialist teachers.

In its Resolution of 9 February 1976, the Council took note of the action programme for migrant workers and their families (OJ C 34/2, 14 February 1976).

#### 3. *Social fund*

A Council Decision of 27 June 1974 authorized the Commission to use the resources of the European Social Fund to contribute to the additional expenditure incurred by Member States in providing schooling suited to the needs of migrant children. The Social Fund may also contribute to the cost of basic and advanced training courses for social workers and teachers responsible for the education of migrant children. Half of the costs incurred through operations carried out by public or private organizations may be borne by the Fund.

In 1975, assistance was provided through the Fund for training courses for teachers and welfare workers. The Fund's resources were also used to implement programmes designed to help migrant children integrate into educational systems.

Programmes of this kind were arranged by the Federal Republic of Germany, France, the Netherlands and the United Kingdom.

In 1976, priority was given to measures intended to promote the employment of migrant workers; it was therefore not possible, owing to insufficient resources, to finance teaching programmes for migrant workers' children.

#### 4. *Action programme in the field of education*

In October 1974, the Council and the Ministers of Education meeting within the Council fixed the priority areas for cooperation between Member States and entrusted the preparation of an action programme to an Education Committee comprising representatives of the Member States and the Commission. The Council Resolution of 9 February 1976 sets out the measures adopted by the Ministers at their meeting on 18 December 1975 (OJ C 38/1, 19 February 1976). The Member States agreed to take the following measures:

- to organize and develop reception classes providing accelerated training in the language or languages of the host country;
- to provide suitable education for these children in their mother tongue and culture, if possible in school time and in liaison with the country of origin;
- to provide more information for families on the training and educational opportunities available to them.

The Commission was made responsible for implementing, amongst other things, pilot schemes, research projects and exchanges of information.

Six pilot schemes are planned for the 1976/77 financial year.

One such scheme is to be carried out in the Belgian province of Limbourg and is aimed at establishing a reception system for foreign children entering the first year or primary schooling. The classes involved in the scheme will take in Italian, Greek and Turkish children. At home, these children speak their mother tongue, but they have all attended the local nursery school. During a single school year, it is planned to improve their knowledge of Dutch so as to equip them to follow the second year of primary schooling under optimum conditions. Oral instruction amounting to some four hours a week will lay the foundations for the study of their mother tongue. Efforts will also be made to expand the teaching of Dutch in nursery school classes.

In Paris and Bedford, primary schools will provide instruction in the mother tongues of their foreign and immigrant pupils during normal school hours. The languages taught will be Italian, Serbo-Croat, Spanish and Portuguese in Paris, and Italian, Punjabi and Urdu in Bedford. These pilot schemes will show how to adapt school timetables and curricula to the needs of bilingual education in schools attended by sizeable groups of children whose mother tongue is not that spoken at school.

A pilot scheme will take place at Leiden concerning the reception of six to twelve year old Turkish children who have all recently arrived in the Netherlands. Teaching of and in the Turkish language in addition to intensive instruction in the Dutch language demands particularly full staffing. This experiment is concerned with the whole strategy of reception teaching for new arrivals who have reached school age or who have already received schooling.

Pilot schemes for teacher training will be introduced in France and the Federal Republic of Germany. Teacher training colleges in Paris, Douai and Grenoble will organize courses for teachers intending to take charge of reception classes. These teachers will be instructed in the psychological and linguistic problems facing foreign children and in methods of teaching the French language to foreign children. The Ministry of Education for North Rhine-Westphalia is to organize a training course for Italian teachers in collaboration with the Italian authorities. Two series of courses are planned. The first will provide continuing training for Italian teachers who are already teaching the Italian language and culture to Italian pupils in German primary schools. The second will be organized for trainee teachers studying to enter the teaching profession in the Federal Republic.

If they are to show conclusive results, these pilot schemes must be continued for several years. They are being organized by national or regional education authorities. The Education Committee is following their progress closely, and various research institutes are participating in their planning and development.

The Commission organizes meetings of experts to give direction to its own measures and facilitate the exchange of information. In 1974, the experts discussed systems and methods used in reception classes; in 1975, they discussed schemes for teaching the mother tongue and providing teachers with basic and further training. The meetings held in 1976 were devoted to pre-school education and the educational and vocational guidance of foreign children.

Meetings have been held with representatives of radio stations in the Member States to take stock of the contribution made by the mass media to the linguistic training of migrants and to informing them of the training and social opportunities offered by the educational systems in the host countries.

Experts and research institutes have been asked to undertake studies in this field. In 1975/76, AIMAV, the International Association for Applied Linguistics based at the University of Ghent, studied the language problems of migrant children. Under this project, a review was made of current research into the teaching of host country languages to foreign children, the role of the mother tongue, and the linguistic and socio-linguistic aspects of bilingualism in migrant children.

In May 1976, AIMAV organized, under the auspices of the Commission, a seminar, at which linguists, sociologists and teachers from many countries (but particularly from the USA and Canada) discussed these problems. The proceedings of this seminar are due to be published before the end of 1976.

There are other research projects in progress. One of these is concerned with the curricula and timetables used for bilingual teaching in bilingual countries or regions, and with international schools and schools offering the children of migrant workers a bilingual education. Research into the problems of giving educational and vocational guidance to migrant children and adolescents is being carried out in Brussels, Liège, Bradford, Roubaix and in the Cologne/Münchengladbach area.

##### 5. Draft directive

At the end of July 1975, the Commission submitted to the Council a draft Directive on the education of migrant children.

If approved, this Directive will make it compulsory for Member States to organize for children of nationals of other Member States or non-member countries:

- (1) a reception system;
- (2) tuition in the language and culture of the country of origin.

Member States are also asked to take the necessary measures to provide training for teachers who are to take charge of foreign children and, if necessary, to employ foreign teachers for this purpose.

This draft Directive was very favourably received by the European Parliament and the Economic and Social Committee; it is now being examined by the Council.

#### THE EUROPEAN SOCIAL FUND

The 1975 report on the activities of the European Social Fund shows that among new areas of intervention under Article 4 of the Council Decision of 1 February 1971 were operations in favour of persons affected by unemployment difficulties and persons occupied in the textile and clothing industries. Among other schemes covered under Article 4 were those relating to young people and migrant workers. Applications for assistance in the former case were relatively few but were received from almost all countries. Applications for schemes to aid migrant workers, on the other hand, were more numerous in 1975 than in 1974, although all except one were received from Italy.

Among the pilot schemes and studies relating to migrant workers which were carried out in 1975 were an analysis of the problems of Italian migrant workers, a study for a programme to prepare for and organize the return of a group of Italian migrant workers to their region of origin, a pilot scheme on the training of bilingual instructors (Italian/German), a study of the needs of migrant workers as regards socio-economic integration and linguistic and vocational training and a study of an intercultural method for training teachers and social workers to assist migrant workers. Other studies and pilot experiments concerned the following categories of people: women, unemployed persons, social workers, instructors in industry, instructors for adult handicapped persons and unemployed instructors.

Under Article 5 new guidelines were laid down regarding the demarcation of priority areas, the identification of unemployed or

under-employed persons and of occupations requiring high levels of training. Owing to the economic crisis a number of operations due to start in 1975 had to be postponed. During this period the Fund tended to promote new projects at a regional or local level.

The 1975 budget for schemes under Article 4 covered all spheres of activity and as a result priority was given to employment problems in agriculture and the textile industry as these problems were partially a result of the common agricultural policy and common measures in the textile sector. Appropriations were therefore insufficient to finance operations in other spheres so that certain programmes were classified as second priority. In 1977, however, each sphere will have its own budget and the choice of priority will thus be made within this budget.

Delays in the implementation of some programmes under Article 5 led to the refund of amounts submitted and it was therefore possible to finance a number of second priority programmes. The attempt to make up for these delays coupled with the continuing high level of unemployment has resulted in an above-average volume of training activities in 1976.

Budgetary estimates for 1977 are based on the assumption that unemployment will persist over this period despite the economic recovery. Assistance from the Social Fund will be necessary, therefore, to enable the continuation of schemes for reducing unemployment and underemployment in underdeveloped and declining regions and to meet persistent imbalances. The total amount of money made available to the Social Fund in 1977 has therefore been increased by 100 million u.a., the majority of which will be allocated to aid measures for young people. 1977 could well prove to be a key year and the Commission feels that forecasts beyond that date are extremely difficult.

##### Source :

Fourth report on the activities of the European Social Fund, 1975 financial year. Commission of the European Communities. Brussels: July 1976.

#### EEC DIRECTIVE ON EQUAL TREATMENT FOR MEN AND WOMEN

In its Resolution of 21 January 1974 the Council of the European Communities, in order to achieve the objective of full and better employment in the Community, selected a number of priority actions aimed at achieving equality between men and women. Under an earlier Council Directive Member States are obliged to adopt the principle of equal pay, which is referred to in Article 119 of the EEC Treaty. Equal pay, however, is considered to be only one factor in achieving equality between men and women in employment and therefore the Council has felt the need to adopt a further Directive on other elements of equality such as access to employment, vocational training, promotion and working conditions.

The principle of equal treatment is defined by the Council as meaning that there shall be no discrimination whatsoever on grounds of sex either directly or indirectly by particular reference to marital or family status,

although those occupational activities for which the sex of the worker constitutes a determining factor shall be excluded from the Directive. The Council also stresses that the Directive shall be without prejudice to provisions concerning the protection of women, particularly regarding pregnancy and maternity. Application of the principle of equal treatment will entail the introduction of certain measures in the following circumstances:

- for access to all jobs or posts, whatever the sector or branch of activity, and to all levels of the occupational hierarchy
- for access to all types and levels, of vocational guidance, initial and advanced vocational training and retraining
- regarding working conditions, including the conditions governing dismissal.

The measures to be taken to ensure equal treatment in the above circumstances shall be as follows:

- any laws or regulations contrary to the principle of equal treatment shall be abolished
- any provisions contrary to this principle which are included in collective agreements, individual contracts of employment or rules governing the independent occupations and professions may be declared null and void or may be amended
- without prejudice to the freedom granted in certain Member States to certain private training establishments, vocational guidance and vocational training shall be accessible on the basis of the same criteria and at the same levels without any discrimination on grounds of sex
- those laws contrary to the principle of equal treatment where the concern for protection is no longer well founded shall be revised.

Further points laid down in the Directive are as follows:

- Member States shall enable all persons who consider themselves discriminated against on grounds of sex to pursue their claims by judicial process after possible recourse to other competent authorities
- Member States shall take measures to protect employees against dismissal as a reaction to such a complaint or legal proceedings
- Member States shall ensure that the provisions adopted as a result of the Directive, together with those already in force, are brought to the attention of all employees
- Member States are required to put into force the necessary laws to comply with the Directive within 30 months.

Source :

Official Journal of the European Communities, Vol. 19, No L 39, 14 February 1976.

## FEDERAL REPUBLIC OF GERMANY

### DISTANCE EDUCATION ACT

On 25 June 1976 the German parliament passed the 'Gesetz zum Schutz der Teilneh-

mer am Fernunterricht' (law on the protection of students following distance education courses) which comes into force on 1 January 1977. Through this law the concept of consumer protection has been introduced into the private education sector. Apart from a small number of State financed or non-profit making organizations, about 140 private distance education institutes offer approximately 900 courses on a commercial basis. Most of these courses (about 700) have a vocational or general educational content, and half of these prepare for legally recognized or state educational examinations. The remainder are offered as recreational courses but may to some extent serve as continuing education courses for vocational updating. These figures only indicate the present situation, since about 600 courses have recently been taken off the market and could be re-introduced if there are changes in the educational demand.

The distance education act now contains a series of measures on the protection of both those taking distance education courses and prospective students. It governs the courses offered on the German market by German and foreign course organizers:

- by setting minimum requirements for the nature and form of contents relating to fee-paying courses
- by means of provisions relating to minimum periods of notice for cancellation or withdrawal from contracts
- by regulating pre-contractual conduct, e.g. advertising, provision of information, the duties of representatives.

These requirements apply to all offers of distance education courses.

Courses on hobbies or spare-time activities will not require examination of their content or pedagogical quality, but they will need to be registered from 1 January 1977. All general education and vocational courses which are important to educational policy may only be set up if the body authorized by the Länder to implement the distance education act has confirmed their content and pedagogical quality. While examining vocational courses, the Länder body may obtain an expert's report from the Bundesinstitut für Berufsbildungsforschung — BBF (Federal Institute for Research into Vocational Training) in Berlin. From 1 January 1977 there will only be one body, the Zentralstelle der Länder, which will be responsible for deciding the quality of the distance education courses offered on the German market. This body will publish a list of approved and registered courses annually. It is possible that the Länder will draw up a new Staatsvertrag (state agreement) stipulating additional criteria for those general education and vocational courses which prepare for state examinations in the educational sector, for which the Länder are responsible.

The quality of about 240 vocational and general education courses has already been examined and the courses have been approved by the BBF or the Zentralstelle für Fernunterricht — ZFU (Central Office for Distance Education). These approved courses may run for a further three years before being re-examined provided that

the course organizers lodge an application for approval with the Länder body within a year of the introduction of the new law.

As the body appointed by the Länder increases its activities, partly in cooperation with the BBF, there will be an improvement in the content and pedagogical quality of many more courses — compared with the 240 or so approved courses there are about a further 1400 courses which will need to be examined under the new law. The student or prospective student will be able to survey the market easily.

Students will be able to take advantage of the protective provisions relating to pre-contractual conduct and to the contracts themselves from 1 January 1977. Examination of the technical and pedagogical quality of courses will follow gradually, where this has not already been undertaken by the BBF or the ZFU.

The implementation of the new law should increase willingness to follow this adaptable educational route and accord it the place in the educational system which is warranted by its characteristics, such as the opportunity it gives students to plan their own timetable and set their own learning pace.

Sources :

Bundesgesetzblatt Teil I., 1976. p. 2525 and seq. 3/9/76.

Pressemitteilung des Bundesministeriums für Bildung und Wissenschaft. Bonn: 21/10/76.

Amtsblatt 3/76 der Staatlichen Zentralstelle für Fernunterricht der Länder des Bundesrepublik Deutschland. Köln: 20/8/76.

### RECOMMENDATIONS ON ORAL EXAMINATIONS

The Bundesausschuß für Berufsbildung (Federal Committee for Vocational Training) has drawn up recommendations on oral examinations which include advice on the conduct of examinations and the training of examiners.

The recommendations are based on the principle that oral examinations should not be a component of every examination, but should only be considered when other methods of examination are not deemed adequate to determine the standard of performance. This would mean that questions which were or could have been the subject of written or programmed examinations should not be set in the oral examination.

According to the Bundesausschuß the following points should be clarified whenever oral examinations are not obligatory:

- should performance in the other parts of the examination be regarded as unequivocal or is an oral examination warranted in order to come to a decision on the evaluation of performance?
- is there a marked inconsistency between the examination result and achievements at work and in vocational instruction?
- the content of the oral examination should be agreed by the examiners in order to avoid random questioning and 'pet subjects'.

Furthermore, individual recommendations contain basic principles concerning the preparation and conduct of oral examinations,



the determination of the relative importance of performance in the different parts of an examination, the procedures at and the assessment of oral examinations and the recording and notification of examination results.

*Source :*

Beruf und Bildung, No 3, 1976.

## FRANCE

### CIRCULAR ON THE CONTINUING TRAINING OF INFORMATION PERSONNEL

A circular issued by the French Ministère de l'Education (Ministry of Education) on 13 April 1976 defines future policy regarding the continuing training of personnel engaged in information and guidance services.

The main objectives of continuing training for the above-mentioned personnel should encompass:

- the provision of additional training for technical personnel to enable them to cope with the diversity of their work and to adapt to changes. With this aim, administrative staff should be allowed to follow certain courses organized for technical personnel when their work requires it
- the development of a means of coordinating the activities of information and guidance personnel
- the development of cooperation between the above-mentioned personnel and their associates in counselling services. With this object in mind, representatives of these associates will be involved in appropriate activities wherever possible.

Participants in the scheme shall be recruited on a voluntary basis, and will be reimbursed with any costs incurred from the total budget allocated to continuing training. Both theoretical and practical training will be given. The total duration of the courses will be 30 - 90 hours per year, but each course will be spread over a period of not less than ten hours and not more than three days.

Financial and administrative support for such training schemes will be provided by appropriate bodies chosen by the Ministère de l'Education or by the Secrétariat d'Etat aux Universités (Secretariat of State for Universities). Whenever possible it would be appropriate to hold the courses at local

universities or colleges. Furthermore it should only be necessary to purchase extra teaching materials in cases where local resources are insufficient to meet demands.

*Source :*

Circulaire no 76-746 of 13 April 1976.

### LAW ON THE FINANCIAL CONTROL OF CONTINUING VOCATIONAL TRAINING MEASURES

On 31 December 1975 a new law was passed relating to the financial control of continuing training measures. Under this law the following provisions are made:

- all those responsible for the provision of continuing vocational training are obliged to give notice of their existence, their objectives and their financial means to their administrative authority. Cessation of activity also requires notification.
- the above-mentioned persons should supply the administrative authority with a statement showing how funds received from employers have been utilized and listing the courses provided.
- failure to abide by the above regulations will result in a fine of FF 2 000 — 20 000 together with the possibility of a temporary or total suspension from activity.
- in the event of training agreements being only partially fulfilled the provider of the training must reimburse the client with those sums not utilized. Where fraudulent dealings have taken place the contracting partner(s) is/are liable to payment to the Treasury of an amount equal to the profit made.
- in the event of expenditure incurred by the training organization in the execution of a training agreement not being recognized because it cannot be directly related to the training agreement or in the event of charges for the services rendered being excessive the training organization is liable to pay the Treasury a sum equal to double the amount of this expenditure.
- agents commissioned by the administrative authority are empowered to monitor expenditure incurred by training organizations in the execution of training agreements as well as to monitor receipts and expenditure from training funds. Employers and trainers are obliged to present such agents with all relevant documents so that the validity of expenditure on training measures may be verified. Failure to do so will result in such expenditure being regarded as unjustified. In cases where the training

organization is at fault the organization is compelled to reimburse the contracting partner with a sum equal to the total expenditure not recognized. Agents may request the administrative authority to serve injunctions. The administrative authority must make an annual report to regional and departmental committees on vocational training, social advancement and employment and those services responsible for the control and development of regional vocational training machinery.

*Source :*

Formation Professionnelle, No 76/7. Secrétariat d'Etat auprès du Premier Ministre, February 1976.

### EMPLOYMENT/TRAINING CONTRACTS

On 31 March 1976 a decree was issued modifying those provisions made in an earlier decree of 4 June 1975 to establish employment/training contracts.

This involves all young unemployed persons of 17 - 25 years of age who are registered with the Agence Nationale pour l'Emploi (National Employment Agency) and the aim is to encourage firms to employ staff which they would normally require under favourable economic conditions. Under the provisions firms may offer employment which includes stages (practical training periods) to the above persons in return for state aid. This aid is calculated on the basis of FF 7 an hour for each trainee.

Where the training period lasts between 120 and 500 hours the State will reimburse firms for each person holding a contract with 30 % of the guaranteed minimum wage for six months from the date the contract begins but with 100 % during the actual training period. In cases where the training period lasts between 500 and 1 200 hours, however, the state will reimburse firms with 30 % of the guaranteed minimum wage for three months from the beginning of the contract but still with 100 % during the actual training period.

The decree also states that trainees are not to be taken into account when assessing the numbers participating in paid educational leave but as holders of employment/training contracts they must be included in the total number of employees within each firm.

*Source :*

Décret no 76/289 of the 31 March 1976, Journal Officiel — 1 April 1976.

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## SOCIAL AND ECONOMIC PROBLEMS

463. PARTAGE OU CHÔMAGE: LE CHOIX DE L'INDUSTRIE MONDIALE (F). Sharing of responsibility or unemployment: the choice facing world industry, by Bernard Carrère. Paris: Éditions Entente, 1975. 174 pp.

## VOCATIONAL TRAINING

464. THE EVALUATION OF VOCATIONAL TRAINING (E). Commission of the European Communities. Luxembourg: Office for Official Publications of the European Communities, 1975. 145 pp. (Also available in French — see Editorial).

465. FORMAZIONE PROFESSIONALE: CONTENUTI ED ASPETTI NORMATIVI (I). Vocational Training: Content and guide. Materiali di documentazione. Roma: ISFOL (Istituto per lo sviluppo della formazione professionale dei lavoratori), December 1975. 179 pp.

466. SELEKTIVE BIBLIOGRAPHIE ÜBER DIE BERUFSBILDUNG IN DER SCHWEIZ/BIBLIOGRAPHIE SÉLECTIVE SUR LA FORMATION PROFESSIONNELLE EN SUISSE (D and F). Selective bibliography on vocational training in Switzerland. Genève: Schweizerische Dokumentationsstelle für Schul- und Bildungsfragen/Centre suisse de documentation en matière d'enseignement et d'éducation, May 1975. 5 pp.

467. ERFOLGSKONTROLLEN IN DER BETRIEBLICHEN BERUFSAUSBILDUNG. NOTWENDIGKEIT UND PROBLEMATIK (D). Monitoring achievement in in-company vocational training. Its importance and the problems involved, by Dr. Dieter Dunkel. In 'Beruf und Bildung' No. 10 1975. Bad Wörishofen: Holzmann Verlag, 1975. pp. 7 - 11.

This essay explores the many reasons for monitoring achievement in vocational training: it helps the trainee to assess his personal achievement and the trainer to plan new training programmes and serves as a record of systematic training. The author recognizes the difficulty in making objective

judgments and, with this in mind, lists criteria for the successful design of methods of monitoring achievement. A questionnaire to be completed by both the trainer and the trainee should make a more objective evaluation possible.

468. ÜBERBETRIEBLICHE AUSBILDUNGSSTÄTTEN (D). Group training centres. (Two volumes).

1. DOKUMENTATION DER WETTBEWERBSSENTWÜRFE PROJEKT AACHEN. Presentation of plans submitted for the Aachen project. 346 pp.

2. DOKUMENTATION DER WETTBEWERBSSENTWÜRFE PROJEKT BREMEN. Presentation of plans submitted for the Bremen project. 356 pp.

Bonn: Bundesminister für Bildung und Wissenschaft, December 1975. DM 25 each.

Under a plan adopted by the Bund-Länder Kommission für Bildungsplanung (Federal-Länder Commission for Educational Planning — see Item 85, Issue 1/76) in June 1975, an additional 27 000 extra-company training places for young people were to be made available by 1978. In view of the lack of established guidelines for designing purpose-built group training centres, the Bundesministerium für Bildung und Wissenschaft (Federal Ministry for Education and Science) held a competition for the design of group training centres on two sites, one each in Aachen and Bremen. The designs submitted by the winners of the two qualifying rounds have been published in these two volumes with the aim of promoting a worthwhile exchange of ideas involving all those engaged in the design of such centres.

469. ONDERWIJSONDERZOEK IN NEDERLAND — RAPPORT VAN DE VERKENNINGSCOMMISSIE ONDERWIJSRESEARCH(N). Research into education in the Netherlands — report of the investigative committee on research into education. Ministerie van Onderwijs en Wetenschappen. Den Haag: Staatsuitgeverij, July 1976. 158 pp.

470. EDUCATIONAL RESEARCH AND DEVELOPMENT AT THE UNIVERSITIES IN THE NETHERLANDS (E). by C.F. van der Klauw and J. Wagemakers on behalf of the Council of Europe. Rotterdam: Erasmus Universiteit, 1975. 24 pp.

## VOCATIONAL GUIDANCE

471. ELSEVIERS BEROEPEN-ALMANAK 1975 (N). Elsevier's Career Guide, 1975. Amsterdam: Annoventura, 1975. 416 pp.

472. DIE ANERKANNTEN AUSBILDUNGSBERUFE 1975 (D). Recognized occupations requiring training, by the Bundesminister für Bildung und Wissenschaft. Bielefeld: W. Bertelsmann Verlag, 1975. 176 pp.

## EDUCATION IN GENERAL

473. EDUCACIÓN SECUNDARIA (SP). Secondary Education. Volume 23, No 238 of 'Revista de Educación', a bi-monthly educational publication. Madrid: Secretaria General Técnica del Ministerio de Educación y Ciencia, May-June 1975. 200 pp.

In a series of articles this publication attempts to analyze the origin of secondary education, to trace its development and, by comparative analysis of systems in several European countries, to put secondary education in a European perspective. It also includes an article which analyzes the objectives of the recently revised syllabus for the Bachillerato de Espana (a university entrance examination which also seeks to provide a relevant qualification for those intending to follow vocational training courses on leaving school).

474. SOCIAL AND CULTURAL REPORT 1974 (E). Rijswijk: Social and Cultural Planning Office, 1975. 236 pp.

This report is the first in a series produced by the Dutch Social and Cultural Planning Office and provides a description of the social and cultural situation in the Netherlands, proposes policies which could be introduced in this field and investigates how policies are actually implemented. Contained in the report is a study of educational trends in the Netherlands. The first part of this study deals with quantitative growth and various currents in Dutch education. Part two examines the way in which increased education has helped contribute to the distribution of social opportunity, with reference to a study illustrating the difference in achievements and educational levels of each generation. The third part discusses the problems of the relationship between education and society, while part four contains a study of people's willingness to embark on further education, and an examination of how far education is based on people's philosophy of life.

475. ETT FRIARE VAL JÄMSTÄLLDHETSPROGRAM FÖR SKOLAN (S). A freer choice — an equality programme for schools. A report from the SÖ project 'Könsrollerna i skolan'. Stockholm: Liber Läromedel, 1975, 251 pp.

This is an abridged version of an extensive report by the Skolöverstyrelsen (Swedish Board of Education) entitled 'Könsrollerna i skolan' (the sex roles in schools). It de-

scribes how the school as a social system will have to review stereotyped male and female roles within its own framework if it is to influence positively the pupils' choice of study and profession. It should be the school's responsibility to ensure a free choice of profession and training for the individual, without considering whether the individual is male or female. The important considerations are personal ability and skill.

476. KULTURPOLITIK DER LÄNDER 1973-1974 (D). Education policy in the Länder 1973-1974. Bonn: Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 1975. 233 pp.

This is the latest in the series of two-yearly reports published by the Sekretariat der Ständigen Konferenz der Kultusminister der Länder (Secretariat of the Standing Conference of the Education Ministers of the Länder) on developments in education and cultural policy in each of the eleven Länder, including those measures which have been introduced or proposed, the ensuing problems and the results achieved. This latest report refers to many of the significant changes and decisions which were made during the period covered, not least regarding education reforms. Other topics covered include decisions on vocational guidance, pupil placement, vocational preparation and the introduction of *numerus clausus*.

477. TEXTE ZUR LERNBEHINDER-TENDIDAKTIK (D). Texts on the theory of teaching the educationally sub-normal, edited by Gustav O. Kanter and Hanno Langenohl. (Three volumes).

1. UNTERRICHTSTHEORIE UND UNTERRICHTSPLANUNG. Teaching theory and planning. 135 pp.
2. DIDAKTIK DES DEUTSCHUNTERRICHTS. The theory of teaching German. 242 pp.
3. DIDAKTIK DES MATHEMATIK-UNTERRICHTS. The theory of teaching mathematics. 119 pp.

Berlin: Carl Marhold Verlagsbuchhandlung, 1975.

478. HET HUISWERK IN EEN ZICH VERNIEUWEND ONDERWIJS (N). The place of homework in a changing education system. Brussel: Nationaal Verbond van het Katholiek Technisch Onderwijs, 1975, 15 pp.

479. BEGABUNG UND BILDUNGSPOLITIK (D). Talent and education policy, by Torsten Husén. Hannover: Hermann Schroedel Verlag KG, 1975. 168 pp. (Also available in English. Amsterdam: European Cultural Foundation, 1974).

This investigation into the importance of genetic factors and social background for reforms in education is a contribution to Plan Europa 2000, a study undertaken by the European Cultural Foundation to establish the means to develop a well-informed and responsible society. Themes discussed include measuring and using talent resources, the implication of the growing intellectual

demands of the post-industrial society, and the apparent inconsistency between universal and efficient education and between individual educational needs and the needs of the labour market. The closing chapter discusses the role these considerations should play in developing long-term educational policies.

480. BRECHEN MIT BRÜCHEN: INTEGRATION VON VORSCHUL- UND ELEMENTARUNTERRICHT IN DEN NIEDERLANDEN (D). Breaking down the barriers: integrating pre-school and primary education in the Netherlands. Den Haag: Ministerie van Onderwijs en Wetenschappen. (No date given). 40 pp.

#### PERMANENT EDUCATION

481. PERMANENTE EDUCATIE, RECURRENTE EDUCATIE, ENZ... (N). Permanent education, recurrent education, etc., by Huib Hinnekint in 'Persoon en Gemeenschap'. Antwerpen: Ontwikkeling, October 1975. Pages 60-70.

This article traces the background of permanent and recurrent education, from their inception in France. The author discusses the history of permanent education, its principles, aims and functions in general, together with the various aspects of putting it into practice. The idea of recurrent education and the practicalities of operating it are considered in relation to recent laws passed in Belgium.

482. LES PERSONNELS D'EXÉCUTION DE LA RÉGION CENTRE ET LA FORMATION CONTINUE (F). Workers in the Central Region: Their views on continuing training. Blois: Institut Français d'Opinion Publique, 1975. 7 pp.

This publication is the result of a survey on continuing training carried out by the Institut Français d'Opinion Publique (French Institute of Public Opinion), among 400 workers in six Départements of the Central Region of France. A cross-section of people, including manual workers, clerks and technicians, were asked if they would consider commencing further training courses, and to give their views and opinions on the subject of continuing training. The report contains a sample of the questionnaire used in the survey, together with the answers given and a short summary of the conclusions reached.

483. LE CONGÉ-ÉDUCATION EN EUROPE (F). Educational Leave in Europe, by M. Praderie in 'Education Permanente' No 30. Montrouge: l'Agence Nationale pour le Développement de l'Éducation Permanente, 1975. 27 pp.

This article is one of four contained in No 30 of the journal 'Éducation Permanente' (Permanent Education) and examines educational leave in Europe. The report illustrates how this type of education is becoming more popular in many countries and stresses that its importance lies in the fact that it gives

working people an opportunity to obtain qualifications without changing the pattern of their work. Aspects covered include the types of training offered the procedure for obtaining educational leave, the social and economic implications of this type of education and the duration of leave.

#### TRAINING OF ADULTS

484. TYPOLOGIE DES FORMATEURS D'ADULTES (F). Survey on Adult Educationalists, by J.J. Scheffknecht. Strasbourg: Council of Europe, 1975. 52 pp.

This study is one in a series of reports on adult education in Europe commissioned by the Council for Cultural Cooperation. The chief object of the study is to outline a programme for the training of adult education teachers. Therefore it gives a general introduction into how adult education teachers are trained at present, examines the objectives and characteristics of such training and discusses the content of this type of training. Finally the report sets down some guidelines for improving the content and organization of training.

#### TRAINING OF YOUNG PEOPLE

485. HET VORMINGSWERK VOOR JEUGDIGEN (N). General social training for young people. Stichting Instituut voor Toegepaste Sociologie te Nijmegen in conjunction with the Nederlandse Organisatiekring te Utrecht. Den Haag: Staatsuitgeverij, June 1976. 225 pp.

486. UNIFIED VOCATIONAL PREPARATION: A PILOT APPROACH (E). London: HMSO, July 1976. 16 pp.

487. VIJF JAAR PARTIËLLE LEERPLICHT (N). Part-time compulsory education over five years. Werkgroep Prognose Partieel Leeplichtigen (WPPL). Den Haag: Ministerie van Onderwijs en Wetenschappen, July 1976. 237 pp.

This report contains information and statistics concerning both those who are obliged to undergo part-time compulsory education and those who offer suitable courses for it. It looks at the regulations governing part-time education and examines the development of youth participation in both full-time and part-time education since 1968/69. The report includes a detailed area by area breakdown of the number of young people obliged to undergo part-time education and the number of participants at the various types of institutions.

#### TRAINING OF WOMEN

488. RAPPORT SUR LA FORMATION PROFESSIONNELLE CONTINUE DES FEMMES (F). Report on continuing vocational training for women. Paris: Ministère du Travail, 1975. 25 pp.

489. ALGUNOS PROBLEMAS DE LA FORMACIÓN PROFESIONAL DE LA MUJER EN AMÉRICA LATINA (SP). Some problems concerning vocational training for women in Latin America, by Nestor Campiglia, in 'Boletín Cinterfor No 37-38.' Montevideo/Uruguay: Cinterfor, January-April 1975. pp. 63-83.

The purpose of this article was to collate previously published statistical data and other information which is considered relevant to a study of vocational training for women. The material includes demographic details of women in several South American countries and information on their level of education and training and their role in the labour force.

#### TRAINING OF TEACHERS AND TRAINERS

490. INTERNATIONAL REVIEW OF EDUCATION VOL. XXI, 1975 (E). Hamburg: The UNESCO Institute for Education, 1975. 512 pp.

This special issue of the International Review of Education is concerned with present developments in teacher training, both in the fields of initial and in-service training. The review is divided into four sections, the first of which deals with the opinions and views of educationalists and research workers who have studied on-going reforms for teacher training in their various countries. The second section is concerned with problems of curriculum development and the process of integrating several disciplines. Section three contain an analysis of the discussion in the United States on the present school situation and the in-service training of teachers with regard to its economic and social implications and educational objectives. The final section includes a set of reports which compare concepts for the reform of teacher training, either dealt with in current research projects or books illustrating national and international developments in that field.

491. AGGIORNAMENTO RICORRENTE DEI DOCENTI DI FORMAZIONE PROFESSIONALE (I). Recurrent training of teachers and trainers. Quaderni di Formazione No. 13. Roma: ISFOL (Istituto per lo sviluppo della Formazione Professionale dei Lavoratori), March 1975. 205 pp.

This is an ISFOL survey on recurrent training of vocational training instructors in Italy and is divided into three sections. The first section constitutes a basic seminar, the content of which forms the subject of the exercise. The second section presents possible experiments on the ideas formed in the seminar and part three contains a final seminar which evaluates the experiments and formulates ideas for future work.

492. GEGEVENS BETREFFENDE HET SOCIAAL — PEDAGOGISCH ONDERWIJS PER 1 SEPTEMBER 1973 (N). Training for teachers and social workers — 1 September 1973, by Ministerie van Onderwijs en Wetenschappen. Den Haag: Staatsuitgeverij, 1975. 39 pp.

493. FUNCTIES EN TAKEN VAN ONDERWIJSGEVENDEN. DEELRAPPORT 1 EN BIJLAGEN (N). The functions and duties of teachers. Part I plus Appendix. Instituut voor Toegepaste Sociologie te Nijmegen en het Bureau voor Organisatie en Efficiency Vis en Malotaux b.v. te Bilthoven. Den Haag: Staatsuitgeverij, August 1975. 334 pp, 120 pp.

This report contains the results of nearly four years' research into the nature, scope and depth of the functions of teachers in primary education, both in ordinary and special schools. The report gives a general introduction, followed by a theory on how the description, analysis and classification of the function of a teacher may be facilitated, a chapter on the intention and course of the research and a summary of the results.

#### TRAINING IN INDUSTRY

494. CONGRESAKTEN. NATIONAAL CONGRES VAN HET TECHNISCH ONDERWIJS. REFERATEN EN RESOLUTIES (N). National Congress for Technical Education. Reports and Resolutions. Brussel: Comité ter verdediging en ontwikkeling van het technisch onderwijs (COVOTO), March 1975. 51 pp.

#### TRAINING IN COMMERCE

495. TRAINING FOR OFFICE MANAGEMENT (E). by Department of Employment. London: HMSO, 1975. 28 pp. £ 0.37 p.

#### TRAINING AND EMPLOYMENT

496. QUALIFICA PROFESSIONALE E MERCATO DEL LAVORO (I). Professional qualifications and the labour market. Quaderni di Formazione No. 21. Roma: ISFOL (Istituto per lo sviluppo della Formazione Professionale dei Lavoratori). November 1975. 350 pp.

This book traces an investigation, carried out by ISFOL-CENSIS, into the ultimate professions of students who have gained qualifications at vocational training centres and colleges. It explains the need for the enquiry, its objectives and the method of research. The investigation was restricted to three separate areas in northern, central and southern Italy, and the findings are described in detail with the help of statistical tables. Also included are copies of the questionnaires used in the investigation.

497. LA FORMATION: CAUSE ET RÈME DU CHÔMAGE? LE CAS DES JEUNES (F). Training: The Cause of and the answer to unemployment? The situation among young people, by F. Michon in 'Éducation Permanente' No. 30 Montrouge:

l'Agence Nationale pour le Développement de l'Éducation Permanente, 1975. 28 pp.

This article is one of four contained in 'Éducation Permanente' (Permanent Education) No 30 and deals with unemployment among both qualified and unqualified young people. As a background the report outlines the reasons for the widespread introduction of training several years ago, then continues to examine the present work and employment situation in France. Included are some comprehensive tables illustrating the reasons for unemployment and the number of young unemployed. The article also points out the fact that many of the usual explanations regarding youth unemployment are inadequate, and suggests that training and education alone may not be the remedy for unemployment.

498. BILDUNGSWESEN IM VERGLEICH — 7: BESCHÄFTIGUNGSPROBLEME JUGENDLICHER IN AUSGEWÄHLTEN LÄNDERN (D). A comparison of education systems Vol. 7: Problems in youth employment in selected countries (Federal Republic of Germany, German Democratic Republic, France, UK, the Netherlands, Austria, Sweden, Switzerland, USSR and the USA). Bonn: Bundesministerium für Bildung und Wissenschaft, 1975. 125 pp.

This publication considers both current and future problems concerning the transition from the academic world into that of employment, with particular reference to problems of unemployment at the beginning of young people's working life. These problems are looked at first by comparing the situation in the various countries and then by analyzing specific problems arising in each individual country. One of the principal aims of this comparison is to identify those difficulties facing the Federal Republic of Germany in particular, and to determine the position of the FRG in an international perspective. The report concludes that youth unemployment in the FRG is mainly due to economic reasons but also because of the differences in those qualifications attained and those required by employers and, finally, because of a lack of available training places.

499. VERBESSERUNG DER SITUATION DER JUGENDLICHEN AUF DEM ARBEITSMARKT (D). Improving conditions for young people on the labour market. In 'Berufsberatung und Berufsbildung 11/12 — 75'. Zürich: Schweizerischer Verband für Berufsberatung, 1975. pp. 365 - 372.

#### UNIVERSITIES AND INSTITUTES OF HIGHER EDUCATION

500. PLANNING VAN HET HOGER ONDERWIJS (N). Planning of higher education. Ministerie van Onderwijs en Wetenschappen. Den Haag: Staatsuitgeverij, May 1975. 30 pp.

## DISTANCE EDUCATION

501. LISTE DER FERNKURSE MIT STAATLICHEM GÜTESIEGEL (D). List of State approved distance education courses. Köln: Staatliche Zentralstelle für Fernunterricht, 1975. 7 pp.
502. DE ONTWIKKELING VAN EEN OPEN SCHOOL IN NEDERLAND (N). The development of an open school in the Netherlands, by G. van Enckvoort and F. Schiltmans, in 'Persoon en Gemeenschap'. Antwerpen: Ontwikkeling, October 1975. Pages 49-59.

This article appears in the October issue of the monthly journal 'Persoon en Gemeenschap'. The article discusses some of the major aspects and priorities involved in the setting up of an open school: the group to which it is to be directed, the extent to which mass-media techniques are to be used and the manner in which this is to be done. In addition to this there are also the questions of group work, the amount of written work to be involved and the awarding of diplomas. In forming a policy for the open school, the Dutch have taken into account the experiences of other countries in running similar

projects, such as the Open University in the UK and Telekolleg in the Federal Republic of Germany.

503. DISTANCE EDUCATION: AN OUTLINE OF THE PRESENT SITUATION AND SOME ORGANIZATIONAL ALTERNATIVES FOR POST-SECONDARY EDUCATION (E). Stockholm: Commission for Television and Radio in Education, 1975. 57 pp.

This publication is a summary of the Television and Radio in Education (TRU) Commission's report to the Swedish Minister of Education concerning the future of distance education in Sweden at the post-secondary level. The report was produced by a working party composed of experts from the TRU and the universities, an educational technologist and two representatives of adult organizations, and their findings constitute the second part of this publication. The first part contains an introduction and comments by the TRU Commission. The working party suggests three main organizational alternatives, centralized, exclusively regional and decentralized organization, and concludes by recommending that experimental projects be continued. Explanatory notes have been added for those readers not familiar with the structure of the Swedish educational system.

## MUTUAL RECOGNITION OF DIPLOMAS

504. STANDARDS FOR ENGINEERING QUALIFICATIONS — A COMPARATIVE STUDY IN EIGHTEEN EUROPEAN COUNTRIES (E). Prepared by the General Secretariat of the European Federation of the National Association of Engineers (FEANI). Paris: The Unesco Press, 1975. 106 pp.

The close economic and social integration of countries of the European Economic Community has led to a reappraisal of the situation regarding the free movement of workers and the problems associated with the mutual recognition of engineering qualifications. This study contains the bilateral and multilateral agreements on the education of engineers and on the common denominators of the 'continental' and 'British' systems of engineering education.

## COSTS AND FINANCING

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