

EUROPEAN CENTRE FOR THE DEVELOPMENT OF VOCATIONAL TRAINING

# Vocational training

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# VOCATIONAL TRAINING

## INFORMATION BULLETIN

of the European Centre  
for the Development of Vocational Training

### EDITORIAL

In this double issue emphasis has been placed a specific theme, the training of women in the European Community. This issue marks a general change of the familiar style of the Vocational Training Information Bulletin.

In 1978 each issue of the Bulletin will present articles on a specific theme written by representatives from labour market organizations, governments, the Commission, or independent experts able to highlight new and important aspects of the problem for debate. The Information section will support the main theme but will also provide material on other important topics likely to interest a wide readership. The present bibliography will be replaced by a series of book reviews.

The aim of these changes is to provide a forum for discussion on important themes of vocational training in the Community and, at the same time, to continue to keep readers informed of significant new developments either at Community level or in the Member States.

## New President for Berlin Centre

*Mr Y. Corpet, Director of Education and Employment with the French National Employers' Council, has been appointed President of the Management Board of the European Centre for the Development of Vocational Training from January 1978, in succession to Mr J. Degimbe.*

## *Equality of opportunity and vocational training*

Maria Pierret (European Centre for the Development of Vocational Training).

### **Introduction: Progression of an Idea**

Weighing up current evidence and tracing the course of history it is possible to identify the growing importance of the position of women in national and international debates regarding equality of opportunity with men, especially in the work situation.

It is, therefore, hardly surprising that the Management Board of the newly established European Centre for the Development of Vocational Training, following the concern expressed by the European Communities, decided at one of its first meetings to adopt the improvement of vocational training for girls and women, through the achievement of greater equality of opportunity, as one of the priority tasks in its 1977 work programme.

Thus, since its creation the Centre has set about making a specific contribution to a cause which is provoking both thought and action at all levels, and in all countries, and involving itself in the work of the European Communities, particularly in that of the Directorate General for Social Affairs which is itself already engaged in promoting equality of opportunity.

The Centre's decision has received a wide response in Europe. In each country the members of the Centre's Management Board have helped the Berlin Centre to achieve an excellent understanding of national problems. Contacts with the Commission and international organizations such as the International Labour Office, UNESCO and the OECD have also proved promising.

Thanks to a concise list of contacts — more than 80 people questioned, two-thirds of whom were women — an abundant harvest of opinions was gathered and a network of working contacts established. A number of these observations, opinions and suggestions, which were recorded in a 'travel report' last February are given later.

In Member States of the Community, much has already been done. The national reports which form the basis of this issue substantiate this. Even though awareness of the problem and approaches and proposed solutions to it may vary, the important fact is that each country already has to its credit important initiatives to enable a change to take place.

The chief demand on the Centre regarding the vocational training of girls and women, is to ensure a regular flow of ideas and experiments and to encourage discussion between the social partners at Community level.

On this basis, the idea arose very early in Berlin of holding a European debate<sup>1</sup> where, taking account of recent developments in the vocational training of girls and women, representatives of the Commission, the social partners and other experts could evaluate developments, propose new actions and encourage the permanent exchange of ideas and experiments, which is so often demanded by legislators, practitioners and those seeking vocational training.

Such a debate cannot take place on the spur of the moment, but the work is not just beginning - it complements those measures taken by the Communities. Moreover, much has already been said and repeated on the question of preparing women for work. This debate will be carried out at a working level.

### *'Travel report' : Some Extracts*

#### **1. Girls and Initial Vocational Training**

##### *The Importance of Initial Training*

This is a major issue. Young people are the concern, the future, the test.

*The Concern:* there are too many young people for them to be shown independently on unemployment benefit lists. They constitute one-third of the whole unemployed population of the Community - i.e. 4 1/2 million between the ages of 15 and 25. Of this group, at least 60 % are girls. Caution must be exercised here, however, for once

<sup>1</sup> At the time of publication the first part of this debate will have already taken place in Berlin on 28, 29 and 30 September 1977.

it has been established that 60 % of young unemployed people are girls, the distinction often ceases and the problem continues to be studied on a universal basis.

*The Future:* poor guidance, a bad start, an initial disappointment — these all occur more often with girls than with boys, and in this way working life can be disrupted. The problem can be corrected with young people — between the ages of 15 and 25 many things are possible. *The Test:* the test of evaluating our education systems, our actions concerning young people's employment and leisure activities, the test of our values. When it comes to girls the result is, unfortunately, particularly negative.

### *Vocational Choice and Social Stereotypes*

'Initial' training begins at an early age. By discriminating in the treatment of sons and daughters, parents contribute to the preservation of social stereotypes, with the result that girls maintain traditional aspirations and choose vocational training in accordance with the traditional division of labour. School and the general environment confirm this trend.

In school text-books sexism in jobs and work is self-evident (see the research work by Mme Thomas of the Max Planck Institute).

Furthermore, the media unquestionably endorse traditional ideas about men and women and thereby influence their vocational choice. Even classified advertisements in newspapers specify in one respect or another that certain jobs are for men and that others are for women, unless a law prevents this, as in Great Britain.

In addition to this, girls still underestimate the economic role they can play in their future family. A husband's salary will be the main source of income, a wife's will be supplementary income. Thus girls and their parents satisfy themselves with a short period of training of inferior quality, chosen almost at random according to the immediate employment or training opportunities.

Any inclination towards a future career remains undeveloped, due to a dearth of adequate guidance. Often neither school nor vocational guidance prove a decent source of long-term information on vocational possibilities for girls.

### *Guidelines Necessary for Adequate Preparation for Working Life*

Co-education, variety, realism, evaluation and availability are the qualities expected of good initial training.

*Co-education:* it is essential that mixed education should be introduced. Training establishments for girls only should be phased out gradually, and domestic science lessons should be made compulsory for boys, as they are already in Denmark. Vocational education for girls is totally unrelated to developments on the labour to developments on the labour market. It is hoped that it will gradually be dispensed with and replaced by co-development in all areas of employment and education.

*Variety:* at the present transitional stage, girls would benefit enormously from a varied training, thus giving them an opportunity for reorientation, retraining or updating knowledge.

*Realistic Approach:* girls would benefit greatly, not just through purely theoretical training at school or at a training centre, but through contact with the place and world of work - a sort of para-vocational training.

It would also be desirable if, before the end of compulsory schooling, firms visited schools, and vice versa, in order to open up new non-traditional employment possibilities to girls for which they could then prepare.

*Evaluation:* all those consulted were of the opinion that there are certain vocational aspects which should be re-evaluated, such as technical work, manual work and, more generally, those jobs which require so-called non-intellectual aptitudes.

In addition, methods are far from being immaterial. As society has many ways of making people feel inferior, it is necessary to have methods which

- utilize total human potential
- arouse inner resources and their flexibility
- encourage a bold spirit, a sense of responsibility and decision-making.

*Availability:* initial vocational training must be easily accessible - training establishments should be numerous and well-spread and should be able to provide accommodation. This means that special measures should be taken in cases of isolation (rural areas), of linguistic difficulties (migrant workers), or economic difficulties.

## **2. Improving Continuing Vocational Training and Vertical Mobility**

The prospects of continuity and promotion in the working life of women is hampered by factors resulting from those mentioned in the above paragraph and which relate to:

- the structure and conditions of women's employment
- the opportunities and difficulties of gaining access to continuing training systems

- the motivation and counter-motivation of those who will eventually benefit as well as those in the working environment.

### *Structure and Conditions of Employment*

As far as the structure and conditions of women's employment in Europe are concerned, it is necessary to distinguish between different sectors of employment and the preparation that each requires. The process varies considerably if it involves, say, unskilled women workers, teachers, and those in the commercial and agricultural sectors. It also depends on the size of the firm.

It seems that reference to the fact that women mainly occupy jobs corresponding to the lower half of the salary scale, i.e. subordinate positions, weak sectors, under-valued work etc., relates particularly to the industrial and administrative sectors as well as to the professions. However, it is extremely rare in all employment sectors for women to be on an executive, superior or decision-making level. That is to say, therefore, that for the greater part, women are kept at a relatively low level of employment which does not require the attainment of further skills, and thus does not justify requests for supplementary training. The promotion ladder does not have many rungs.

The elements which are important at the beginning of working life are of equal importance when a change is required:

- a wide vocational scope
- clear, sustained motivation
- the development of the individual's sense of responsibility and ability to make decisions.

One cannot elaborate here on the crucial effects of economic conditioning; it is sufficient to note, however, that it is a grave concern, especially at a time when the economic situation is unsteady and there is a rising level of unemployment.

### *Availability of Continuing Training — Opportunities and Problems of Access*

In so far as it is so often lacking due to gaps in the normal training system, the equality of men and women in the world of work finds new hope in opportunities to enter the continuing training system, where training can be of a vocational or a more general nature.

As far as the late entry of women into employment is concerned, corrective measures, extra opportunities and more rapid solutions are among the things needed. In order to avoid the formation of new 'ghettos', measures of positive discrimination are required.

In the interests of equal opportunity the following should be carried out:

- a survey of recent laws relating to the organization and financing of continuing training in Europe, especially of vocational training
- a survey of actions actually implemented, whether by public or private enterprise, to reply to training needs, with an indication of the conditions necessary for their realization
- a critical analysis of the content and methods of training from the point of view of equality of access and encouragement to train
- a reasonably precise account of training costs in relation to those trainees supported by training budgets.

A lack of female participation in vocational training provisions is noticeable in all countries, and one of the reasons given for this is the 'non-accessibility' of systems.

If training programmes are organized by a firm they are geared towards a qualitative or quantitative improvement in production and apply to jobs held mainly by men. If programmes are arranged by public authorities, they are sometimes too academic and do not meet requirements. For example, let us take the situation of the French women workers who took part in a CFGT survey, for whom it was more relevant to know how to read a tax form, write a cheque or work out a budget, and what the present laws regarding contraception, divorce and the status of women were.

Practical organization is another factor which, in its turn, makes access to continuing training systems harder for women. It is still necessary to lower entry requirements and facilitate means of re-entry, provide training during working time and think in terms of credit-unit systems. Any action taken along these lines will be of great benefit to married women and especially to mothers. Other elements often combine to make equality of opportunity in promotion stakes a very remote prospect for some women:

- distance: isolated areas, areas where housing is scattered, rural areas
- language: migrant women and girls, difficulties in expression and social communication
- economic level: single women on a minimum income and/or with children.

### *Motivation and Counter-Motivation*

It is generally accepted that there are barriers and obstacles which a woman has to overcome on the path to promotion and further training.

For example:

- cultural ideas, which still exist, that women are auxiliaries or subordinates;
- the belief or preconceived idea that investment in professional advancement for women is a bad risk;
- the difficulty a man has in recognizing the equal competence of women colleagues in the work situation when he has, until now, played the dominant role. ‘ Why must we women always have to prove our competence?’

However, although women sometimes have the opportunity and are perfectly free to enter into continuing training, they do not profit from it; they show a lack of motivation. It is no longer the system which is unavailable to them it is they who are not available to the system.

Various explanations are given for this:

- the low level of initial education, still true for many women at present at work, which fails to motivate them towards further training;
- intellectual resources being drained after eight hours regulated, often repetitive work;
- the fear of taking steps towards promotion from the ranks and of incurring possible ‘ sanctions ’. ‘ There are so many ways of twisting the right to training it is said;
- time factor: women already over-burdened by many commitments.

Another reason, more calculated than this, is the assessment of the financial rewards attached to further training i.e. that financial remuneration would not be commensurate with the effort involved or, if it was, that the taxation system affecting couples with a certain level of income would reduce their interest in the exercise.

### 3. Demands for Reorientation, Requalification and Horizontal Mobility

This paragraph applies specifically to the category of women who, because of automation, technological developments and re-organization in the agricultural and industrial sectors, must change their occupation and requalify.

This involves large numbers: workers in declining industrial zones, weak sectors and/or sectors becoming obsolete and sectors where automation is rapid.

The number and range of training measures which it is necessary to take to meet immediate needs alone is disturbing. At the moment we have experiments... and many hopes.

### *Experiments*

Examples of the re-organization of employment sectors can be quoted from Italy, where women play a vital role in the textile and electronic component industries and work at home.

Also in Italy, in Liguria to be exact, an experiment has begun involving retraining towards traditionally male - dominated jobs. This is being subsidized by the European Social Fund.

In Belgium a firm is being sought which would be willing to carry out an experiment for a limited period of time involving the exchange of female and male jobs, following the vocational retraining of both parties. This has also qualified for a grant from the Social Fund.

In France, the Social Fund has given a grant towards the retraining of more than 30 women originally from rural areas and who are now settled in Paris.

In the main, the new sectors are:

- construction;
- furnishing;
- management;
- public affairs.

These experiments are small-scale and localized but they suggest hope for a better future, in spite of the difficulties, especially financial, which they face.

### *Many Hopes*

#### *Financing — Selection by the European Social Fund*

An increased flow of cash from the European Social Fund is desired (particularly regarding greater intervention on behalf of women)<sup>1</sup> for firms offering retraining courses in areas where there is a promise of employment. This would mainly apply in rural areas where, for example, women would be the guarantee of better structured, modernized or remodelled production units.

Experiments subsidized by the Social Fund should be carefully selected. They should indicate paths to be taken and appropriate teaching methods.

### *Future Planning*

Because of the still too great demand by women for reorientation and retraining they would profit greatly from rather more forward-looking studies. The risks

<sup>1</sup> It should be noted that provisions for women under the Social Fund are being revised.

of sudden action, a lack of cohesion, or the absence of an enlightened policy are obvious.

This vocational planning, outlined against a study of labour markets, would lead to an analysis of the content of relevant training, and more time to consider how it is to be administered and financed. Time could be gained, training coordinated and extreme differences in levels between various types of training could be avoided. Future planning could help avoid overcrowding in certain sectors and areas of activity.

### *Continuity*

Continuity of training — of a quality training which is varied and rewarding — is the required long-term result. In order to make this possible it is necessary to set aside more time. The creation of more time in working life can perhaps be achieved by reducing working hours (also for men); it must also be thought out as rationally as possible (it was suggested that secretaries be consulted on this point!). Whether you alternatively call it 'flexibility in working life' it still means that continuing training should be valued by the payment of fair rewards for it.

In order to do this, periods of free time must be introduced for training, during which, for various reasons, the women are given no work; these periods must be recognized both socially and by law. Means of compensation for women at home should also be considered.

#### **4. Vocational Training After a Period of Time Away from Work**

We now come to a somewhat more distinct need for vocational training. It comes almost solely from women who, after a period of time away from work, either want or are forced to return to the labour market. This need is even felt in countries such as Ireland and Italy, where the presence of women on the labour market is less evident. This development also indicates that resumption of work or adoption of a second career is steadily on the increase.

In this respect, as in others, there is much information required, according to the social conditioning of candidates and their motivation. At the Centre *Retravailler*

in Paris there are more and more candidates coming from less favoured environments and an increasing number of women from all types of background who are obliged to return to work for economic reasons.

Although there is an ever-growing demand for training from one part of the potential working population, the preoccupation with private and public requests for training still remains.

### *The Needs*

This covers a complex area:

- intellectual updating, information;
- psychological re-conditioning, revaluation;
- reintegration into work; reconditioning according to technological developments;
- eventual integration into a new career.

For a woman the above needs can be accompanied by other difficulties:

- re-adapting to the routine and to the rhythm of eight hours' work outside the home;
- finding nurseries for children and doing domestic chores;
- finding a job now that she is older.

### *The Response*

Once the request for rehabilitation has been met, women in search of actual vocational training find themselves with the same needs as those mentioned in the above paragraph i.e. urgent measures, medium-term planning and in particular the development of continuing training to avoid 'gaps' - gaps which are not only of a vocational nature within the social context of many women's lives.

Experience shows that many of the steps taken to achieve the vocational qualification and requalification of adult women prove to be partly unsuccessful when they are only aimed to act as emergency, stop-gap measures. Continuity, general training and pre- and paravocational training can provide the opportunities for greater success.



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# Information

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## *Training of women in the EEC*

### EEC

Although Article 119 of the Treaty of Rome contains provisions relating to equal pay for men and women workers, these provisions have been regarded as insufficient in themselves to eliminate discrimination between men and women in the field of employment. In its Resolution of 21 January 1974 on a Social Action Programme, the Council of the European Communities laid down that one of the priority actions to be undertaken within this Programme was 'to achieve equality between men and women, as regards access to employment, vocational training, promotion and working conditions, including pay.' One of the first results of this Resolution was the adoption by the Council of Council Directive of 10 February 1975 (75/117/EEC) on the approximation of the laws of Member States relating to the application of the principle of equal pay for men and women.<sup>1</sup> This was followed a year later by Council Directive of 9 February 1976 (76/207/EEC) on the implementation of the principle of equal treatment for men and women as regards access to employment, vocational training and promotion, and working conditions.<sup>2</sup> A third Directive concerning the implementation of the principle of equal treatment for men and women in matters of social security is now under negotiation.

The Commission's concern for the problems facing women is further reflected in the establishment in 1976 of a specialized unit to promote Community action concerning the employ-

ment of women. This unit is a Community think-tank on the problems of female workers and as such provides a basis for making choices, establishing priorities and preparing proposals for the responsible bodies. To this end, it will monitor the development of the situation of workers in the Member States, promote the exchange of information and stimulate discussions at Community level.

In an effort to attract public attention and to arouse public awareness of the significance of the Commission's Directives the unit has produced a film entitled 'Equal Chances, Equal Opportunities.' The film also aims to supplement legislative action by informing the public at large of the results that women can achieve if they make good use of existing means, which, it is felt, are still too little exploited, particularly in the field of vocational training. It is stressed in the film that it is up to women to make a careful choice of occupation and cease to confine themselves to traditionally female jobs which, as a rule, restrict them to the ranks of the underemployed and make them vulnerable to redundancy. Copies of the film are available in French, English, German, Dutch and Italian and are obtainable either on loan from EEC Information Offices or they may be purchased from the Office of the European Communities in Brussels.

To further assist the Commission develop its policy of equality for women a seminar was held in December 1975 on vocational guidance and training for women workers. A report<sup>3</sup> of the seminar has just been published which draws attention to the proposals made.

It was suggested, for example, that :

- teachers and careers counsellors should ensure in schools that there is no discrimination against girls in the curriculum or training for later work;
- there should be a better flow of information on training and employment via the media;
- both men and women should have access to vocational guidance throughout their lives, although there are certain periods for women when this guidance is more essential than others e.g. late re-entry. To assist here, at least one centre should be set up in each country to develop training in modern methods and techniques relevant to the changing needs of the employment market.

Moving on from the discussions and action taking place on this subject at Community level, the latest information on the training of women in some of the Member States of the European Communities is given in the following reports.

### Denmark

In Denmark, all occupations and training courses are in principle open to both men and women. At the same time, like most other European countries, it is clear that following compulsory schooling the male section of the population is better trained, although there is an increasing tendency for women to seek entry into traditionally male-dominated occupations.

Denmark employs the term 'residual group' to define the group of young people which, after completion of compulsory schooling, does not continue into further education or into vocationally-oriented training. Surveys carried out by the Socialforskningsinstitut (Institute of Social Research) have shown that over the last ten years this residual group has been a more or less steady 30% of the young people of any one year, and that the group contains about twice as many girls as boys. The surveys have also established that about half of these young people — again twice as many girls as boys — are considered to be capable of undergoing further training within the present system of education.

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<sup>3</sup> Vocational Guidance and Training for Women Workers, prepared by Madame Claude du Granrut, Secretary-General of the Committee for Female Employment. Brussels: Commission of the European Communities.

<sup>1</sup> OJ L 45/19 19 February 1975.

<sup>2</sup> OJ L 39/40 14 February 1976.

EEC Vocational Training Information Bulletin 3/76.

The predominance of girls in the residual group must be looked at against the background of the existing pattern of sex roles, and the imbalance may be expected to reduce in step with changes in the pattern of the sex roles.

The problem remains, however, of involving the remaining half (about 10 000 young people) in some form of education, but, as indicated above, as the sex roles level out this will no longer be a training problem specific to girls, but rather a question of providing more inspiring training for this category of young people.

The table below (1973) shows the distribution by sex within the residual group in absolute figures :

	boys	girls	total
left after Forms 7-9	4 900	6 100	11 000
left after Form 10	1 500	3 600	5 100
left after lower secondary examination	1 500	3 700	5 200
total	7 900	13 400	21 300

The traditional system of apprentice training has so far mainly attracted young men. The experimental training system introduced in 1972 referred to as *erhvervsfaglig grunduddannelse efg* (basic vocational training) introduced a change in recruitment according to sex. This new training system was established on an experimental basis in a number of training areas to which the apprentice training system had previously applied.

The establishment of the efg training system made it possible to attract a larger proportion of young girls into formalized vocational training. An important reason for this lies in the fact that the system delays the actual choice of occupation until the end of the first year of training (the basic year), which takes place at a vocational training school.

During the basic year, young people have an opportunity to become acquainted with a number of the training courses associated with the main vocational field that the young person has chosen to enter. The seven main vocational fields are as follows: iron and steel industry; graphic trades; service trades; food industry; building and construction; agriculture; and commercial and clerical trades.

As recently as early summer 1977, the Folketing (Danish Parliament) enacted a law making the efg-training system a permanent system in Denmark.

There is no doubt that girls have been encouraged by the fact that the first year is partly concerned with vocational guidance. Further, the system is constructed in the form of modules in that, after the basic year, training alternates between theory and practice so that completion of any period at a school represents a certain degree of vocational ability. Again, this system makes it possible to re-enter the training system, after an interruption, at the level earlier reached, with no need to repeat what has already been learned.

Complete basic efg training normally lasts three years. If, therefore, a girl breaks off her training after one or two years, she already has a degree of vocational ability and she can re-enter the system at a later date to complete or continue her training without the preceding years having been wasted from a vocational aspect.

The following figures show the percentage of girls taking the basic year, distributed over the main vocational fields :

	1972/ 73	1973/ 74	1974/ 75
commercial and clerical trades	66.5	68.1	71.2
building and construction	5.8	5.0	4.5
iron and steel industry	1.5	2.7	1.2
food industry	42.5	55.0	57.8
graphic trades	28.1	24.0	22.7
service trades	64.0	69.4	69.8
basic year, total	31.8	38.2	38.0

Percentage of girls in the second year, distributed over the main vocational fields :

	1973/74	1974/75
commercial and clerical trades	59.5	63.4
building and construction	5.8	5.9
iron and steel industry	—	1.8
food industry	43.0	54.4
graphic trades	28.4	28.2
service trades	66.7	65.2
second year, total	35.3	40.8

Since these training schemes are experimental, the statistics are scarcely extensive enough to justify firm conclusions, but the trend towards a better balance between the sexes appears to be so steady that the intake of girls into the vocational training schemes may be expected to continue to increase.

The efg training system is directed not only towards young people. Older people, who perhaps had less time at school, no vocational training or no desire for various reasons to change their occupation and/or to retrain, can also join this system. It is hoped that the module-based system will encourage adult women to undergo vocational training. It is thought that the practical experience which this group of adults should already possess would be such an advantage that a brief introductory course would put them on a level with the group that followed the traditional path of education via secondary school and the basic year, and that the adult group re-entering the training system may be able to omit some subjects and replace them by others.

In November 1975, the *Ligestillingsråd* (Equal Opportunities Council) was established by the Prime Minister. The Council's terms of reference are as follows :

- to follow social developments, including legislation and labour market trends; to investigate circumstances acting against equal treatment; and to suggest measures to alter such circumstances;
- to act as a consultative and coordinating body for the state and municipal authorities in questions of the equal treatment of men and women;
- to submit proposals for research into the equal treatment of men and women and to promote publicity on questions of equal treatment through publications etc.

In the spring of 1977, the Council informed the Government that an investigation had shown that women account for 41% (1974) of the total unskilled labour in Denmark. It had also been shown that, of the courses provided under training schemes for semi-skilled workers, further training and retraining, only 16.7%, 12.9% and 32.6% respectively of the total labour force in this field have partici-

pated. Further, a decrease in the proportion of female participants in all three categories had been established.

Against this background, the Equal Opportunities Council has asked the Government to ensure that the real opportunities for women to take advantage of the courses available to them are increased. In this connection, attention is drawn to an earlier proposal that adults undergoing vocational training should receive financial support. Such support would be granted, under certain specific conditions, to people of 25 or over or to those who had had at least four years employment during the last six years. It is proposed that the support would be granted for relatively short training schemes — normally not exceeding 12 months — which are aimed at fields where there is a demand for labour.

In the opinion of the Equal Opportunities Council, the concept behind the proposal could be applied with advantage to unemployed women in the present situation, and the Government has therefore been requested to initiate an experiment on these lines. The Equal Opportunities Council further points out that many of the measures already introduced to increase employment have benefited women to only a limited extent. It should be particularly noted here that of some 10 000 people referred by the employment offices to job-creation and training schemes only about 8% were women. The Council has therefore said "... the introduction is requested of measures aimed primarily at women. In this connection, we may refer as an example to the value of the large stocks of linen stored in public institutions that may be assumed to be in need of thorough repair. The Council is of the opinion that there is a clear opportunity here to create employment for women. We shall not hesitate to draw attention to the fact that such measures can simultaneously save money and foreign exchange."

The Council has also pointed to the need for the temporary establishment of a special employment consultant staff with a view to intensifying, until more equality has been reached, the efforts to place women on the labour market.

Finally, the Council has said that "... the greatest importance is attached to the opportunities provided for young

women by efg training schemes. Information about this system is not, however, sufficiently widespread. The Council has approached the Ministry of Education with particular reference to the provision of information in schools on the efg training schemes. It is therefore recommended that a brochure be prepared as soon as possible informing young girls of the opportunities to obtain vocational training offered by these and other comparable schemes...'

In this connection it is pointed out that in the spring of 1977 a Committee under the Undervisningsministerium (Ministry of Education) submitted a report on a number of training schemes in the catering field.

It is proposed that the training schemes be built up in association with the efg training system, so that basic training, which has been available since 1973, becomes an efg course.

After completion of efg training as a kitchen supervisor, there is now an opportunity — immediately or later — to continue into further education. This, like efg training, is built up in stages, so that the completion of each period at a school provides a degree of vocational ability. Further education is available not only to those who have received efg training. Adults with only practical experience within the field should be able to take advantage of the opportunity to re-enter the education system.

The training schemes are as follows:

efg training, kitchen supervisor —	3 years
domestic technician —	6 months
home economist —	1½ years

The field of employment at which the new training schemes are aimed covers the majority of the tens of thousands employed as unskilled labour. Moreover, the majority are women.

The Committee's proposal may therefore be of great importance to the general endeavour to provide training within those fields which have employed staff with only limited formalized vocational training. The proposal may also have the effect that more girls are given an opportunity to undergo training.

It should be noted that the report is as yet only at the proposal stage, but there are many reasons to believe that

the Committee's ideas will be put into effect. Apart from the inducements referred to above in favour of initiating the proposals, there is now a possibility that, because of the increasing limits on admission in Denmark to the long-term further education schemes, some young people, particularly girls, who would formerly have tried to enter the existing further education system will now be encouraged to seek entry into the proposed training schemes as an opportunity for further education.

In conclusion, it should be stressed that the efg training system is not intended merely to replace or to run parallel with the traditional apprentice training schemes. Both existing and new training opportunities can be fitted into this system, bearing in mind the concept of postponement of a final choice of career with a view to bringing as large a part of the population as possible — not least women — into formalized training after compulsory schooling.

## Federal Republic of Germany

### *Women and vocational training*

In the last few years political and academic circles have become increasingly concerned with the question of the education and employment of women. Women in all types of organizations have played a more active role in society and at the same time their interests and demands have met with greater public reaction.

On 16 December 1976, in his opening speech at the beginning of the eighth parliamentary session of the German Bundestag (lower house), the Federal Chancellor included some comments on the position of women in vocational training and employment:

'A few words about women, who are faced in our society with numerous disadvantages which we want to break down and gradually eliminate.

The lack of equality in the world of work for female workers, who number nearly ten million, is clearly evident. They often hold jobs in insecure employment areas. Unemployment frequently hits them first and they often remain unemployed longer. At the

same time too many girls and women never become qualified and are therefore particularly vulnerable to redundancy.

We must reach the point — and I should like to impress this on parents in particular — where vocational training is regarded as a matter of course for girls just as it is for boys.

However, this also means that more jobs must be open to girls than before. Until now too many girls have had to take up unskilled work. Above all the extensive opportunities in the craft/technical sector should be open to them. This will not be possible without the collaboration of industrial enterprises, which must be prepared to offer girls the relevant training places. Neither will it be possible without counselling and promotion, directed specifically towards girls, on the part of the recruitment services.'

In November 1976 the committee on women and society, set up by the Bundestag in 1973, presented its interim report. In this report the committee stated that the equality of men and women, laid down under the Grundgesetz (Constitution), had still not been completely realized, although the position of women in society had improved considerably in the past few years.

Although laws upheld the equality of men and women, disadvantages still persisted with regard to social equality i.e. with regard to real opportunities to take advantage of equal rights within the family, in education and training, at work and in other areas of society.

The reasons for these disadvantages are many. They cannot be analyzed individually here, although three points should be noted :

- legally established equal rights for men and women do not lead automatically to social equality, because insufficient consideration is given to the pattern of women's lives, which usually follow a different course from men's
- role concepts which have been handed down from generation to generation and related preconceptions about the special nature of women's abilities and performance are evident in the objectives in girls' education and upbringing and in behavioural attitudes towards women

— views of women's functions in the family and in the world of work are still very much influenced by developments in the economy and society as a whole. This means that women in employment tend to be considered as a group that can be manoeuvred to suit the needs of the economy. This notion is expressed as an attempt to encourage women back to their traditional role in the family in times of generally high unemployment.

These social concepts, prevalent even now, are meeting with growing resistance among women themselves, who are making new higher demands, partly on the basis of improved educational opportunities.

In the field of academic research, the Institut für Arbeitsmarkt- und Berufsforschung der Bundesanstalt für Arbeit - IAB (Federal Institute for Labour Market and Occupational Research) in Nuremberg has published a series of studies on women in employment, which clearly reveal changing trends :

- there is a growing tendency for women to continue their working career alongside their family obligations, i.e. the proportion of married women in employment, including those with children, is increasing;
- there is a trend towards the acquisition of educational and training qualifications; even today younger women are better trained than older ones.

Besides the traditional influences of the family and society, the degree of women's participation in employment is finally also determined by the availability of training places and jobs. For example, areas of predominantly heavy industry have the lowest rates of females participation in the work force, while areas where most industry is in the textile and food sectors have the highest rates. From this it can be concluded that an improvement in the occupational situation of women could be brought about by means of a balanced supply of training places and jobs or alternatively if women were to become more interested in jobs in the technical and scientific sectors than they are now.

In May 1975 there were 9.6 million women employed in the FRG, representing 37.1% of the total active population. While this proportion has re-

mained more or less constant since the end of the last century, its composition has changed considerably. The number of self-employed women working in family concerns or private households has declined, and the number of those employed outside the home has risen. Working outside the home has now become the general rule for the vast majority of employed women, as well as men.

A further change is the rise in the number of married women who are employed. Two out of three women employees are or have been married. There has been an even sharper rise in the number of employed women who have children : between 1961 and 1971 there was an increase of 65%.

In 1974 almost half the women in the age range of 15 - 65 years were working; a further 40% had been employed at some time and only about 10% had never worked.

Over a third of women who work are continuously in employment, that is to say throughout their productive lives. Another third end their working career on marriage or after the birth of a child and the remainder return to work after interruptions of varying lengths or after several interruptions.

All these figures show that for most women the family role is no longer by any means the only prospect in life and in society.

Work outside the home and the greater participation in earning by married women and mothers have made the problems of combining vocational and family commitments more acute. Bringing up children and managing the household are still generally the main role of women. The cumulative stress with which women are consequently burdened reduces opportunities for personal development and their chances in the world of work, and restricts active participation in the processes of the development of society.

The disadvantages of women in employment find expression in the following ways :

- in salaries, which are on average one-third lower;
- in the very low number of women in management;
- in the concentration of women in comparatively few occupations and business sectors;

— in the higher risk of unemployment and the current higher rate of unemployment.

Additional difficulties arise for those women who want to re-enter employment after a break of several years. Measures to aid access and transition are still inadequate.

The expansion of the education system over the past ten years has considerably improved educational opportunities for girls. In post-compulsory general education the proportion of girls expressed as a percentage of the total number of students at each type of institution has risen above previous figures: between 1960 and 1975 it rose from 42% to 52% at Realschulen (technical secondary schools) and from about 40% to 48% at Gymnasien (grammar schools); there was a marked rise from 16% to 43% attending evening classes and short courses, and the number of female university students rose from 32.5% to about 34%. There is no evidence of a similar positive trend in vocational training.

The reasons behind the lack of equality and poor opportunity for women are complex and varied. The actual availability of training places for girls, the limitation of vocational opportunities to so-called 'women's work' and not least preconceptions about the value of women's vocational activities, which are prevalent even today, all play an important part.

These preconceptions (that women's employment is only a stop-gap, an emergency measure or a means to supplement income) are apparent at all levels of society. However, education statistics indicate that they are particularly detrimental to girls from working-class backgrounds. Studies on working-class children in the education system show that the parents' position in the world of work and their correspondingly diminished opportunities for personal development and for self-realization do not affect only the parents but also their children and their education. With girls this leads to an accumulation of disadvantages.

In vocational training the following picture emerges:

— 55% of women have not successfully completed vocational training; the comparative figure for men, where a steadily declining trend is indicated, is 25%;

— in 1975 the proportion of girls undergoing vocational training totalled only 25.4%;

— girls receiving training were concentrated in female employment areas, which are usually characterized by fewer opportunities for promotion and lower wage levels. 75% of the girls were training for only 15 different occupations, the most popular being sales assistant and hairdresser;

— in the craft/technical sector, which provides 54% of all training places, boys predominate, representing 91% of trainees. On the other and, in the commercial sector, which covers about 34% of the total place, two-thirds of the trainees are girls. Occupations in the areas of hygiene, health, the social services and domestic work are chosen almost exclusively by girls;

— over 60% of young people who have no training contracts i.e. the unskilled workers and office workers, are girls who on the whole have good general education qualifications;

— at first glance, the picture looks more favourable for girls at full-time vocational schools: in 1975 about 66% of the students at Berufsfachschulen (technical vocational schools) were girls, about 58% in Fachschulen (technical colleges) but only about 30% in Fachoberschulen (higher technical colleges). However, problems arise because courses at many full-time vocational schools such as Handelsschulen (commercial colleges) do not lead to a recognized qualification and girls are often particularly well represented at precisely these colleges;

— the proportion of women taking part in further training and re-training measures which are sponsored under the Arbeitsförderungsgesetz (work promotion act) was about 25%.

This low level of vocational training among women has far-reaching consequences. A person who has only received poor-quality training can only carry out relatively unskilled jobs; as a result, women's wages and their pensions on retirement are generally lower than men's. The raising of the level of training among women is therefore one of the most important con-

cerns in the effort to improve women's overall situation.

However, vocational preparation for girls must not just commence after they have left school. The school itself has a major responsibility in preparation for life and the world of work. The structure of their education is a pre-determinant of vocational choice. Particularly in the final years of the Hauptschule (lower secondary school), girls often lack direction and have little access to information on openings and opportunities in vocational training leading to a qualification. Vocational counselling and training recruitment should therefore concentrate especially on girls. Parents must also participate, so that the first difficulties in the search for a training place do not cause the resurgence of traditional arguments with the result that girls forgo training.

Securing an adequate provision for all young people of training places which lead to a qualification is vital for vocational training opportunities for girls. This applies to industrial training places as well as to places at full-time schools, and is now a central issue in current education policy. In the past the number of industrial training places has remained static or even declined, even in times of economic expansion, and the Berufsschulen (part-time vocational schools), as the second element of the dual training system, have been fairly far behind in vocational training reform.

The decrease in the number of training places in industrial concerns and the late reform of vocational schools, have resulted in adequate training provision for those children born in years of high birth-rate who are now leaving school and who need training places. In recent years the Federal Government has therefore introduced corrective measures to influence current trends in favour of vocational training. Three objectives must have priority:

— public and private enterprise must make available sufficient training places leading to a qualification.

That is to say, at least an additional 200 000 places by 1980/81;

— support from the government for vocational training must be increased: more finance should be directed towards part-time and full-time vocational schools and inter-company training places;

— the quality of vocational training must be assured and further improved; training regulations should be updated, new training schemes should be developed and the vocational training system should be opened up to disadvantaged groups, particularly to girls.

The number of training contracts concluded rose by 30 000 in 1976, the first increase for years. This break in a continuous downward trend is the first effect of the *Ausbildungsplatzförderungsgesetz* (training place promotion act) of 1976 (see Issue 3, 1976). Its value should not be underestimated, although the size of the increase is inadequate by far for the needs of the future.

Under the above law a forecast of the expected number of training places must be made at the beginning of each year. This is the first instance of such a forecast in the history of vocational training in the Federal Republic. In the event of the availability of training places not being well above the demand, a training levy must be raised.

On the basis of data from employers' organizations, the new *Bundesinstitut für Berufsbildung* (Federal Institute for Vocational Training), which counsels the Federal Government on the estimate of training place provision, calculated an increase of about 100 000 places for 1977. This means a rise over the previous year to a total of between 608 000 and 628 000 places, compared with an estimated total of 550 000 to 557 000 young people looking for training places. However, today it is important to know how many of these places are also available, and in fact offered, to the estimated 200 000 girls who are seeking training places.

In addition to the securing of a supply of industrial training places more state funds are to be invested in the expansion of vocational training schools and inter-company training centres. Public funds to the value of DM 2 300 million will be directed towards this sector before the end of 1979. DM 1 300 million, contributed on a fifty-fifty basis by the Bund and the Länder, will go towards the further expansion of vocational schools. This will be used primarily to promote the *Berufsgrundbildungsjahr* (basic vocational training year) which will open up better training opportunities speci-

fically intended for girls, and also to set up full-time vocational schools in economically weak regions, particularly *Berufsfachschulen*, which, experience has shown, are particularly relevant to girls.

The Bund will invest DM 700 million in inter-company training places by 1979, with the primary aim of promoting the quality of industrial training. Further state funds of DM 300 million will be spent on pilot projects and the development of new training schemes. Supplementary funds will also be provided by the Länder for regional development measures and special projects.

All the difficulties and problems which beset vocational training even before recent years of limited availability of training places will be dealt with through the new BIBB. These include, for example, the large number of young people who leave their job and training place directly on qualifying, and the regional and sectoral imbalances in training provision and the problems of poor learners and the handicapped. The very limited and in many ways one-sided supply of vocational training places for girls is particularly significant. In this respect, overcoming the limitation to traditional female employment, the development of training content, preparation for vocational choice and vocational guidance for girls must be priorities.

As in initial vocational training, girls are under-represented and at a disadvantage in continuing training. There is no difference between the rights of men and women in this area of training, but women are less able to take advantage of them. The reasons for this can only be noted here in a general way:

- as a general rule interest and participation in continuing training increase in relation to the level of initial training. Since women, as already explained, on average have a lower standard of initial training than men, their interest in continuing training is also lower;
- opportunities are varied, but details are not easily accessible and women are generally not directed towards them or sponsored for further training either by their employers or others;
- manifold obligations prevent their following further training courses outside working hours;

— there are few opportunities for women who temporarily leave the work force to keep in touch with developments in their careers or to take up their career again at a later date;

— the opportunities available take too little account of the family situation of women.

A summary of the measures necessary for the specific promotion of vocational training and continuing training for women is given below:

- preparation of girls at school for a reasoned career choice;
- instructing and informing parents and girls themselves on the need for good vocational training, on opportunities for training outside traditional female employment and on the relevant aid programmes;
- improvement of vocational guidance and recruitment services for girls;
- introduction of a vocationally-oriented tenth year of compulsory education, particularly for young people without training contracts;
- securing an adequate provision of training places leading to a qualification in industry and full-time vocational schools;
- continual updating of training regulations;
- promotion of continuing training and re-entry training for women;
- further improvement in statistical and research work in the field of women's training.

## France

Training courses in France, whether they are organized by individual firms or financed by the state, are open to all categories of workers, both male and female. It should be noted, though that specific measures are arranged exclusively for women who wish to return to employment, such as women who have raised children, and widows.

### General Statistics

#### (A) Courses financed by the state

Out of a total of 877 000 trainees who received state-aided training in 1975

254 000, or approximately 28%, were women. The courses offered were of several types :

- (i) those arranged within the framework of the AFPA — Association Nationale pour la Formation Professionnelle des Adultes (National Association for the vocational training of adults);
- (ii) those within the range of grant-aided social promotion courses;
- (iii) those organized by the Centre National de Télé-enseignement (National Centre of Distance Education);
- (iv) those operated as a result of agreements concluded between the state and public or private training bodies.

(i) *AFPA Courses*

All AFPA courses are open to women. The achievement of this objective has resulted from notable efforts by the AFPA over the last few years. First, they have varied the type of training offered. The number of so-called 'female' courses, i.e. those preparing for jobs traditionally held by women, was increased from 88 in 1970 to 163 in 1974. In September 1972 a large training centre was opened at Créteil, near Paris, containing 36 departments all teaching at the higher education level. Secondly, they have encouraged women to take up traditionally male-oriented jobs, so that in 1975 about 600 women took courses in plumbing, turning, milling, fitting, industrial design etc.

As a result of these efforts the percentage of women enrolled on AFPA courses in 1975 was 14.1% i.e. 9 298 out of a total of 66 001 trainees, compared with 4.2% in 1965. The percentage of women completing training rose from 7.8% in 1972 to 13.29% in 1975 i.e. 7 396 women out of a total of 55 634 trainees.

(ii) *Social promotion courses run by the Ministère de l'Education (Ministry of Education)*

In 1975 57 000 trainees followed courses on social promotion. Of these 23 000 or 35% were women. The courses are run by public educational establishments and are usually held in the evening. Training is given in a number of subjects e.g. typing, book-keeping, hairdressing, languages etc.

(iii) *Correspondence courses run by the Centre National de Télé-enseignement*

The Centre National de Télé-enseignement offers a wide range of courses for women which cover general, technical and vocational education and preparation for examinations in administration. Of those people taking correspondence courses in 1975, over 50% were women (54 000 out of a total of 107 000).

(iv) *Agreements*

Between 1973 and 1975 the percentage of women having received training as a result of agreements sanctioned by Ministries and regional prefects within the framework of the law of 16 July 1971 rose from 26% (136 327 women out of 524 740 trainees) to 28% (137 000 women out of 488 000 trainees).

Three categories of women have benefited from this policy :

- young women leaving the initial training system without qualifications;
- women in employment wishing to gain qualifications to further their career;
- mothers wishing to enter or re-enter the labour market after raising children.

(B) *Courses financed by firms*

Since the introduction of the law of 16 July 1971 French firms have been obliged to help finance their employees' training. Women employees have thus benefited from this to the same extent as men. In 1975, out of a total of 1 786 000 trainees supported by their firm 24%, or 420 000, were women. Of these 95 000 were skilled, 235 000 were qualified workers, 63 000 were supervisors or technicians and 27 000 were engineers and management staff.

(C) *Summary*

Excluding duplicated figures arising from the fact that certain courses are financed both by the state and by firms, some 645 000 women out of a total of 2 550 000 trainees were trained in 1975. This is slightly more than 25%, although women represent 38% of the active population. It should be noted, however, that this total shows a relatively rapid increase from the 1972 total of 390 000, an increase of ap-

proximately 65%. On the other hand, the proportion of women trainees is increasing only steadily, rising from 22% to 25% in three years.

*Measures aimed specifically at women who wish to take up employment again, particularly those supporting a family*

For some years now employment services have detected a perceptible increase in the number of job applications received from women over 35 who wish to take up employment again. Those concerned, in the majority of cases, have expressed a wish to receive preliminary training. For this reason a study was carried out in 1976 in the region Rhône-Alpes on the vocational reintegration of women. This showed that nearly 60% of women between 30 and 50 who wanted to take up employment again had been trained more or less to the level of the BEPC - Brevet d'études du premier cycle du second degré (secondary diploma) while almost half had no vocational qualifications. The large majority of those women asked considered that they needed training in order to gain a qualification.

On the basis of this it has been decided to launch a number of experiments which include the implementation of measures more specifically adapted to this category of worker.

The high priority nature of vocational training measures in favour of women wishing to make a late entry on the labour market or who wish to re-enter the market after an interruption has been reaffirmed by a circular from the Prime Minister of 5 October 1975. Priority will be given to those measures which favour vocational integration and which lead either to a job or to a training course.

Included among these measures are the following :

(i) *Measures taken by the AFPA*

The Centre Paris-Commerce (Paris Centre of Commerce) has opened four part-time secretarial departments which accommodate 60 trainees, most of whom are mothers wishing to return to work.

An agreement passed between the AFPA and the Prefecture of the region Rhône-Alpes provides for the re-

training of 120 women in typing and shorthand through the use of the AFPA's mobile units.

**(ii) Measures taken by the Fonds National de l'Emploi — FNE (National Employment Fund)**

In addition to the internal retraining of women employees (e.g. the creation of metallurgy departments for semi-skilled women in the metallurgical industry) and to the retraining of women affected by redundancy the FNE is interested in training women who wish to take up employment after an interruption.

Refresher courses in typing and shorthand, financed by the FNE, are organized on a local level by the Agence Nationale pour l'Emploi (National Employment Agency) e.g. in Paris, Marseilles, Lille, Lyons, Nantes, Nancy and St. Etienne. Approximately 750 women benefited from this retraining in 1975.

The FNE also helps finance courses at the baccalaureat level. Two cycles (cycle = two year course) of two sessions per year are run in the Paris region by the Association pour le perfectionnement pratique des cadres des entreprises industrielles - APCEI (Association for the practical further training of office staff in industry). The first, begun in 1971, is in general further training in secretarial skills and the second is known as a CPPF cycle - CPPF = Centre de perfectionnement et de promotion féminine (Centre for the upgrading and promotion of women). On completion of the CPPF cycle trainees may follow a further cycle at the Centre de perfectionnement des cadres administratifs (Centre for the further training of administrative staff). This is essentially aimed at women and is of three sessions per year.

**(iii) Courses covered by agreements**

In 1975 about one hundred agreements concluded between training bodies (the majority of which were public teaching establishments) and regional Prefects as well as two agreements concluded on a national level permitted the training of approximately 5 500 mothers wishing to re-enter the labour market.

A number of these provisions come within the framework of a circular of 21 February 1974 of the Ministre de l'Education (Minister of Education)

which urges heads of training establishments to arrange training courses aimed at women of 30 — 40 who wish to take up employment.

Almost all of these courses are at the BEP level - Brevet d'études professionnelles (diploma of vocational studies) or that of the CAP - Certificat d'aptitude professionnelle (certificate of vocational aptitude). They therefore prepare trainees to return to employment in the tertiary sector (usually secretarial duties or in the health and social sector). About half of these agreements include the provision of a so-called pre-training cycle which helps trainees choose their career path at the same time as it refreshes their memory of previous knowledge.

One should mention the efforts which have been made in some regions to encourage women towards jobs which are traditionally regarded as being male-oriented. In Lorraine, for example, there is a course which encourages women to enter or re-enter the industrial sector; in the North mothers may take lessons to gain a public transport driving licence, while in Paris mothers are given the opportunity to learn furniture upholstery, welding etc.

Attention should also be drawn to the reorientation and integration programme operated by the 'Retravailler' association. Trainees can follow courses daily, including, in particular, exercises in concentration and logic, dexterity, vocabulary, numeracy and individual expression. The women are divided into groups of 25 and people from various industries come and talk to them about particular jobs. They are also instructed in employment legislation, salaries, how to reply to job advertisements and how to conduct themselves at an interview. According to those women running the courses it is frequently found that women suffer from an inferiority complex. This is so in cases where women have lost their skills, and husbands and children appear to have overtaken them intellectually. They experience difficulty in adapting themselves to more rigidly structured employment and to being supervised. Furthermore a number of women are prone to introspection and for this reason half-hour group therapy sessions are held to help women get over this problem. This, together with mental aptitude tests, gives them confidence in themselves.

In addition to these provisions the law of 3 January 1975 provides that widows, whether they are supporting children or not, and single women supporting at least one child should be accorded priority access to training courses in cases where they are obliged to work.

A circular from the Prime Minister recalls that instructions have already been given by the Ministère de Travail (Ministry of Labour) to psychotechnical centres run by the AFPA to the effect that this category of unemployed people should be added to the list of government priorities, and specifies that this priority status should likewise be applied to all state-aided courses e.g. courses set up and approved in accordance with the law of 16 July 1971, social promotion courses supported by the Ministry of Education, courses run by the Centre National de Télé-enseignement and those run by the Conservatoire National des Arts et Métiers (National Conservatory of Arts and Crafts).

With more particular regard to courses sanctioned by agreements it is obligatory for each agreement to contain a clause specifically stating the priority which should be accorded to widows and those women supporting a family.

In conclusion one must recognize that the current employment situation makes the occupational integration and reintegration of women more difficult. Thus public authorities are constantly reminding us that measures taken to facilitate employment, particularly those regarding young people, are aimed at girls and young women to the same extent as they are at young men.

In line with this it has been decided that employment/training contracts will henceforth be available to widows and single women supporting one child who are obliged to take up employment. These contracts, concluded between individual firms and the state, stipulate that the state shall bear the costs of training and pay the salaries of newly-recruited young people.

## **Ireland**

Of all the Member States, Ireland stands out as having the lowest level of participation by women in the workforce. There are many reasons for



this and they are a mixture of the historical and the social. Local customs and attitudes are slow to change and Ireland is no different. However, there has been in Ireland in the last few years an increasing awareness by women of the role they can play in the economic life of the country. This role may be by choice or it may be by necessity. The deserted wife, the widowed mother, the wife of a disabled or chronically ill husband may well have to go out and act as a breadwinner to supplement whatever benefits are available, because however much social welfare payments may have improved they can never match the potential income of the woman who is prepared to go out and find work to utilize her talents to the fullest extent.

### *Courses for Women*

Whilst catering for both men and women, the Irish Industrial Training Authority - AnCO recognizes the special needs of women in the labour force and is fully conscious of the role that training can play. AnCO's policy on the training of women is informed by this awareness of the need to raise the skill level and participation rate of women in the workforce by training more women in a wider range of skills and for more highly skilled work. This policy is also geared to the special problems of women returning to work after a break in employment and to the difficulties involved for women in their dual role — at work and in the home.

During the past two years special efforts have been made to encourage and facilitate women who wish to train or retrain. Women now represent 20% of all AnCO trainees taking courses in training centres and other facilities (see table) and this percentage has doubled in two years.

Year	Total Trained	Women Trained	Women as a % of total
1975	7 534	813	10
1976	10 727	1 395	13
Jan. to March '77	2 445	502	20

Women are attending an increasingly wide range of adult courses and are concentrating less on hairdressing, office procedures and sewing machinist areas, which have by tradition largely been the preserve of the female worker.

During 1976, 9% of women trained (120) took courses in traditionally 'male' skills, ranging through radio and television servicing, machine tool operation, welding, electronics, printing, management, and others. ('Management' is included among traditionally male occupations since only 2% of managers in Ireland are women.)

### *Apprenticeships for Girls*

Until recently, there had been little interest shown by girls in a career as a skilled craftswoman. Craft trades in Ireland have been almost totally dominated by men. In 1975, AnCO initiated a pilot scheme to bring girls into apprenticeship and it resulted in eight girls being selected from the 40 applicants. They took up first year off-the-job apprenticeships in painting/decorating, tool-making and motor mechanics. Six of the eight girls are now continuing their apprenticeships on the job with an employer. In 1976 a further nine girls started apprenticeships in fitting, dental mechanics, painting/decorating, carpentry and motor mechanics. Progress has been slow in this area but it is hoped that more interest will develop and that employers' and workers' organizations will progressively encourage this trend.

A new course has been introduced to cope with the particular problems which face women who have not worked for some time because of family commitments and who wish to, and need to, return to work. The course offers information and counselling on working life and on coping with the dual home/work role. Designed to rely as little as possible on the literacy level of participants, the course was geared to appeal to women from a diverse range of educational, economic and social backgrounds. Women who attend this three-week course will be in a position to attend a further AnCO training course in a particular skill if necessary.

### *Special Needs of Mothers*

The needs of trainees who are mothers of young children require special consideration. AnCO must facilitate such women and it recognizes, of course, their unique position and their contribution to society. It is essential however, that conditions during training should mirror the realistic conditions in prospective employment.

Bearing this in mind, the hours of the 'Return-to-Work' course were slightly shortened to allow for the initial re-adjustment. Typing classes have been held during half-day sessions. In addition, information is available about child-minding facilities. AnCO is at present discussing with interested parties the possibility of part-funding a scheme for the training of pre-school personnel who would work as assistants in pre-school centres.

Through its Training Advisory Service, AnCO has also been making steady, if slower, progress on the training of women already in employment. At present, discussions are taking place at industry sector level to consider approaches to highlighting and promoting the opening of equal opportunities to women at all levels in companies.

### *Management Training*

Women have participated in two AnCO management training courses. On the Career Development Programme, which caters for the needs of managers who have become redundant, nine of the 100 participants in 1976 were women. Of the participants in the Junior Management Programme, 24% were women.

During 1976 approximately 15% of those who attended management and supervisory training courses for those in employment, grant-aided by AnCO were women.

Within AnCO itself, a programme is being devised to encourage AnCO's staff to review their own attitudes towards sex-roles and the place of women in the workforce. The programme will, it is hoped, become part of AnCO's staff training and development.

### *Attitudes*

All AnCO courses are open to women as well as men. But the finding of two recent major studies, relating to attitudes to women at work and to the career aspirations of girls, reveal that it is not enough to provide the training opportunities; the will to grasp those opportunities must be positively encouraged.

One study, dealing with the Dublin area, indicates that an unrealistically high proportion (over 50%) of girls aspired to secretarial jobs. However,

13% of the girls interviewed expressed an interest in taking up apprenticeships. AnCO is studying this and other reports to ensure that its programmes are relevant and reflect real day-to-day situations.

## Italy

'Social and economic development and female employment' was the theme of a national conference organized in November 1976 by the President of the Consiglio dei Ministri (Council of Ministers) and the Italian Committee for International Women's Year. The Associazione Cristiane Lavoratori Italiani - ACLI (Italian Christian Workers' Association) has drawn up a document bringing together delegates' contributions on women and training and education policy, female employment and its prospects, the social services, and working conditions and public health policy.

A brief description of the female employment situation, based on the ACLI document, is followed by a fuller account of problems related to the education and training of women based on the Conference document on this subject published by the Ente Nazionale ACLI Istruzione Professionale (ACLI's National Office for Vocational Training).

### *Female employment*

The level of female employment has fallen over the past fifteen years. However, according to a report published recently by the Centro Studi Investimenti Sociali - CENSIS (Centre for Social Investment Research) there has been a considerable increase in the number of married women employed in Italy - from 54.5% in 1971 to 60.5% in 1977. Most female employment is, however, restricted to activities in the tertiary sector or the teaching profession.

As a result of confrontations with workers' organizations in the late sixties and the 1973 agreements between oil-producing countries and consumers, industry has adopted more capital-intensive production methods to cut labour costs and beat inflation.

Employment prospects for women have become much bleaker than for men. CENSIS found that while about 34% of men were still looking for a job two years after leaving school or university, the percentage of women in the same predicament was estimated to be 76%.

Current economic trends increasingly restrict women to marginal roles in the work force. ACLI emphasizes that the question of women's employment must be approached within the wider context of Italy's current social and cultural crisis, and calls for an overall democratic economic policy which would halt and reverse current economic trends and, consequently, give women a more active role in the labour market and in the determination of the development of society.

However, the problem of female employment is not only an economic one. It has a social dimension, arising from the acceptance and perpetuation of a clear distinction between male and female roles in the workforce. These roles need to be reappraised because women's present marginal role makes it difficult to maintain current female employment opportunities and to prevent women from being offered only insecure work, often in the country or in small businesses, where they are needed to fill jobs left by those who have moved to other more prosperous areas.

Many women are still employed as outworkers, for example by the textile industry. In the latest wage agreement, some of the trade unions concerned demanded, and were granted, fairer wages for outworkers and facilities for checking the amount and quality of work sent out by companies. In spite of this and a 1973 law on outworkers which has proved difficult to enforce, wages and conditions of employment for women working at home are extremely poor. ACLI maintains that the measures proposed in this law would be more effective if its administration was decentralized. Regional laws should be passed setting up supervisory bodies at local levels with powers to use stronger sanctions to help check the growth of 'moonlighting'.

Despite a decline in the agricultural sector to the extent that home produce is no longer sufficient to supply national needs, in 1973 over one million

women were still employed on the land. However, their work is generally of an unskilled, seasonal nature, and they show little desire to play a more active role in the running of agricultural concerns. A major trade union confederation has presented a demand to the government for general economic planning which takes account of the central importance of agriculture to the Italian economy and initiates trends which will broaden the range of job opportunities for women. Plans should include measures to encourage the productive use of waste land, for example by establishing means to process and commercialize agricultural products.

If economic planning is implemented along these lines the agricultural training courses currently available to women will be inadequate for their training needs. New courses, open to all, will need to be organized using methods and timetables which enable women to participate. They should prepare trainees for various jobs in agriculture, teaching them about market requirements and the conservation and processing of farm produce. This would prepare women for more qualified work and motivate them to share responsibility on an equal basis with men.

The exodus of many entire families from the country, occasioned by the decline of agriculture, has increased the non-active population in the towns. Women seldom take up employment in their new urban environment, but, in fact given training or retraining and the support of improved social services, these women would be able and probably willing to rejoin the workforce. The need for more efficient public services should itself be seen as an opportunity to create more jobs. Women should also benefit from the government's proposal to reorganize hours of work, making more part-time work available.

### *Female participation in education and training*

In Italy the education of children until they are at least fourteen has been delegated to women: fathers generally work outside the home and therefore are far less involved in the education of young children, while the vast majority of primary school teachers are women.

The differentiation of work roles according to sex, perpetuated by present-day society, has divided family life from working life. While women play a major part in so-called primary socialization which takes place in the home and at primary school, secondary socialization is mostly achieved through work and training, where female participation is minimal. As a result of this, women have become a marginal group with regard to decision-making and economic activity.

A consideration of some aspects of education and vocational training brings to light the following facts relating to the participation of girls:

— over the past fifteen years, there has been an overall increase in the number of girls studying at Italian schools and universities. Between 1961 and 1976 the percentage of women studying in Italy's middle schools (11 - 14 years of age) increased from 41.7% to 44.4%. In the secondary schools the increase was from 36.7% to 44.4% and in the universities from 27.7% to 39.1%. However, the CENSIS report noted that the school dropout rate was higher for females than for males. 11.7% of females leave school before completion of their studies, compared to 7.2% of males. Furthermore girls predominate in some types of institution, while they are very poorly represented at others. Figures from 1972 - 1973 relating to the upper secondary sector indicate that the proportion of girls at *istituti tecnici commerciali* (technical and commercial institutes) reached about 60% and at *istituti magistrali* (training colleges for primary school teachers) about 90%. There was, however, a contrasting situation in the *istituti tecnici industriali* (industrial technical institutes), where only 5% of pupils were girls. Figures for vocational training showed that boys mostly trained for engineering or electrical trades (96%), for the hotel industry (70%), or for a specific career in industry (88%), while girls usually trained for jobs in the clothing, handicraft or food industries (65% - 70%) or for jobs in the tertiary sector or in clerical work (75% - 90%). Overall there were considerably more boys receiving vocational training than girls (63% boys);

— female participation in the teaching profession is particularly evident in the primary and lower middle sectors, but even in the upper secondary sector, women teachers represent 68% of the staff at the *ginnasi-licei* (grammar schools) and 58% in the *istituti magistrali*. On the other hand, there are far fewer women teaching in the vocational training sector (about 28%). This contrast could be the result of the lack of opportunity to work part-time in vocational training or it could be linked to the idea that vocational training is an aspect of economic activity where women have been assigned only a marginal role, and that because of its technical nature it is only of interest to men.

#### *Adapting social roles*

The imminent legislative reform of upper secondary schooling and vocational training cannot be successful in changing the role of women in society without a corresponding reform of all levels of education.

ACLI's recent document on vocational training points out that the process of seeking and constructing new cultural models must commence immediately after infancy in order to achieve a complete socialization process which is a real preparation for confronting society's problems and at the same time to transmit a substantially modified female role.

Pre-primary and compulsory schools should ensure that sex differences are not accepted as grounds for social subordination. Teaching aids should be updated to exclude any evidence of discrimination and subsequently transformed into efficient aids in the search for a new female cultural identity.

The importance of vocational experience should be recognized if girls are no longer to be assigned a marginal role in employment, and pupils between the ages of 16 and 18 should no longer just attend school. As a further aid in the transition from school to work, 14 - 15 year olds should receive vocational guidance. The aims of teacher training should include developing the teacher's ability to motivate and guide pupils and also promote his/her attainment of self-realization. To

this end compulsory recurrent training courses should be organized for teachers.

Finally, to re-establish the equal representation of women throughout society and to offer alternatives which are compatible with the other cultural needs and family commitments of both men and women, opportunities for part-time work should be extended to all branches of the teaching profession and also to other vocational fields.

#### *Vocational Training Policy*

Woman's entry to the work force did not give rise to a substantial change in her social role, which is still firmly anchored to the demands of home and children, or in the world of work to repetitive, rarely skilled occupations.

ACLI believes that it is now time to draw up female employment policies which are oriented towards new values of self-realization and the liberation of women and are consistent with a society where social affairs are given top priority. The values of initiative, independence, creativity and justice cannot be upheld without or even with only marginal participation of women in the workforce and society's institutions.

Vocational training must be developed within this context and must undergo far-reaching reforms in structure and aims to meet the vocational needs of female workers and the needs of women returning to work after periods at home with children. There is also a need to remove restrictions, such as age barriers, to women's entry to various types of employment.

ACLI's proposals for a new legal framework for vocational training include recommendations that:

— a standing committee on female employment should be set up to anticipate new vocational opportunities for women and the corresponding skills which will be required by future generations, by examining the development of the economy and society on the basis of labour market research. One outcome of these studies and research work should be the modification of school curricula to forge a link between education and working life;

- vocational training content should be revised, taking account of the need for women to attend agricultural courses and of the possibility of employing women in more skilled jobs in industry. A corresponding research project is already being conducted to improve the level of skill of the large numbers of women working in the tertiary sector, and a similar need exists in the tourist industry;
- age restrictions on entry to careers in both public and private sectors should be lifted, so that there is no discrimination against women returning to work after bringing up a family;
- training measures, such as the '150 hours' paid educational leave scheme, should be expanded to entitle disadvantaged women to follow courses of a non-vocational nature. The content of such courses should be designed to encourage students to play a more active role in the development of society. More effective female participation in planning and administration would ensure a greater awareness of women's situation, so that social planning could take account of their needs.

The causes of women's disadvantages in education and training lie outside the systems themselves. The reorganization of the upper secondary sector, while not directly leading to increased female employment, will, however, undoubtedly contribute to an improvement in the quality of employment and will remove some of the causes of discrimination against women on the labour market. Inseparable from such a reorganization is a reform which will assure all school-leavers an opportunity to undertake vocational training before joining the workforce.

## United Kingdom

The Employment and Training Act 1973 established three new statutory bodies — the Manpower Services Commission — MSC and its two Agencies, the Employment Service Agency - ESA and the Training Services Agency - TSA. From its earliest days the Training Services Agency has placed a great deal of importance on meeting

the various training needs of girls and women in Great Britain. In December 1975 the Agency published a major policy report, 'Training Opportunities for Women', which was the result of a special study undertaken by the Agency. The report was endorsed by the MSC, and the TSA is now engaged in following up proposals made in the report.

Broadly, the TSA is concentrating its efforts, first, on improving training in those occupations in which women tend to be concentrated e.g. clerical work, distribution and textiles; secondly, on expanding opportunities for women to train in occupations to which they at present lack significant access, and, thirdly, on developing training for women returning to employment. In view of the impact of the current economic recession and the resulting high levels of unemployment it would not have been appropriate for the Agency to initiate a large and wide ranging programme for developing training opportunities for women. However, a number of activities have been started which could have an important effect in the longer term.

A number of these activities are aimed at benefiting young women entering the labour market for the first time. For instance, the TSA, in conjunction with the Education Departments, is establishing a programme of experimental schemes of vocational preparation for young people who enter jobs where they receive little or no formal training and further education (see item 158, Issue 4/76). The schemes are intended to smooth the transition from school to work and to develop the basic skills needed for adult life. Various occupations are being covered by the schemes, especially those such as office work and distribution where girls predominate. A Clerical Training Awards Scheme has also been set up by the TSA. Under the scheme about 4 000 young people between 16 and 18 should be able to train for employment in clerical occupations in industry, commerce and the public service in 1976-77. It is expected that girls will take up a large proportion of the places available.

Industrial Training Boards - ITBs have also developed different types of activities to improve training opportunities for women in the light of other, sometimes pressing priorities in their industries. The TSA has undertaken a round

of visits in recent months to selected ITBs and organizations in the non-board sector to discuss current policies and possible future initiatives. Arising from this a number of interesting developments have been approved or are under active consideration. Included among these are the Distributive ITB's efforts to improve training standards in selling and the Road Transport ITB's efforts in relation to office occupations.

A number of ITBs are sponsoring or undertaking research as a basis for identifying ways in which women's training opportunities might be improved. For example, the Cotton and Allied Textiles ITB has commissioned a survey on attitudes to the promotion of women. Both the Clothing and Allied Products and Petroleum ITBs have set up internal projects to explore the potential for expanding women's training opportunities in their industries and several other ITBs have working parties examining this. A different approach is being discussed with the Carpet ITB which might be extended to other ITBs: the TSA is considering financing the recruitment and employment of a graduate for up to two years to assist Board staff in examining in depth employment and training opportunities for women in individual companies. The Food, Drink and Tobacco ITB is trying to organize seminars to discuss the employment of women in their industries and in particular to encourage the employment of women in more responsible jobs. The emphasis will be on the practical steps some companies are already taking.

The TSA is prepared to assist ITBs in the provision of short term award or sponsorship schemes to train women for selected traditionally male occupations. It is hoped that such schemes will demonstrate the effectiveness of women in these occupations and will lead to more opportunities for them. One scheme for increasing the number of girl technicians in engineering is already being run by the Engineering ITB - EITB. Over forty girls are taking part in the scheme which began in October 1976. First indications are that it will be successful. There are plans to repeat it this year, and ways of encouraging this sort of scheme in other industries and occupations are being considered. For example, the EITB has also introduced a training course specifically for young girls

wishing to become operators in the industry. Two other schemes, involving management training in the chemical industry and the training of safety officers in the petroleum industry, have been approved in principle. Two further possibilities are under consideration.

The TSA recognizes that those women returning to work after a period of absence have special training and vocational guidance needs. The Agency, in collaboration with others, is exploring various ways of meeting these needs. For example a reorientation course which will provide vocational guidance and advice on appropriate training courses is being developed. The course will cover subjects such as self-presentation and job seeking and it will also help women to assess their own particular interests and abilities.

The Agency's Training Opportunities Scheme - TOPS already provides refresher training courses in a variety of subjects, for example in shorthand, typing and hairdressing. It is also possible to arrange a refresher course to meet the needs of one individual. The TSA is at present considering whether there is any scope for the professional organizations to introduce retainer schemes for women so as to keep them in touch with developments within their profession during a break in employment. The Department of Health already operates a retainer scheme for women doctors along these lines.

For those women who become redundant or who wish to train for another job a wide range of courses is available under the Agency's TOPS programme. The courses are at preparatory, semi-skilled, craft, technician, management and post-graduate levels. In 1976 around 40 000 women completed TOPS courses. This figure was about 43% of the total number of people taking TOPS courses. Up to the end of February 1977, 5 865 women had completed courses compared with 4 589 last year. The great majority of women take courses in clerical and commercial subjects which are usually held in colleges. However, an increasing number of women are taking courses in management and technician fields. In 1976 over 700 women took courses in management, management services and technician fields, compared with under 200 completing management and post-graduate courses in 1975. However,

in the nature of management development it seems likely that courses will be of greater benefit in helping women already in employment to achieve managerial jobs. At the moment the TSA is financing some research into the effectiveness of clerical and commercial courses and in the long term the outcome of this research will be particularly beneficial to women.

The Agency has commissioned a major research project to explore within about 12 companies :

- the factors which inhibit the movement of women into managerial positions and
- the role of training, amongst other measures, in overcoming the limitations.

The hope is that the project will lead to appropriate changes in the policies and practices of the companies taking part. In the longer term it is hoped to publish case material on the introduction of changes in this area and the results.

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### *Women's projects under the Social Fund in the UK and France*

In the United Kingdom Manchester University has completed a study on the employment opportunities for mature women. Over a period of two years experimental courses were held at Manchester University for women over 35 years of age in order to help them accommodate to changes in them-

selves following alterations in their family circumstances and to plan a future career when they wish to return to work.

A similar study has also been undertaken in France concerning courses run by the Centre Retravailler (See Information item on Training of Women). In this case the courses were half-time preliminary training courses of five weeks duration for women from 35 - 55 who have either never worked or who wish to return to work after a long interval. The study also considered the vocational guidance available to women in this category. The study points out the sociological characteristics of these women, making a deep analysis of their psychological state, motivation, identity crises and psychological difficulties.

Also in France a pilot scheme using a new training approach was undertaken for the professional reintegration of women. This scheme brought together a completely mixed group of women and put them through a programme containing a mixture of formal training to brush up their secretarial skills and solve social problems, and self-help group discussions and programmes.

At present two pilot schemes are underway in France. The first is for the training of women for reintegration into the work force in a new type of part-time activity and the second is a scheme to give information and pre-vocational training to women of rural origin in a priority urbanization area.

In the UK a study on the training of women for managerial positions in the cotton and allied textiles industries is being carried out.

Several of the schemes mentioned in the item on the training of women (see page 18) are being considered for finance this year, including the pilot scheme for the training of young women as technicians in the engineering industry in the UK and the pilot scheme in France for the training and integration of women into skilled industrial employment traditionally reserved for men.

Among further schemes to be implemented this year is a research project by the London School of Economics which, it is envisaged, will include training for :

- secretaries to improve their chances of promotion;
- additional recruitment of women supervisors;
- women returning to the work force;
- graduate placement;
- young female school leavers.

This pilot project would cover not only several EEC countries but also the USA, and it is expected that the main source of aid will be the German Marshall Fund.

*Source :*

Commission of the European Communities.

### *Amendments to the European Social Fund*

Large scale unemployment in the Community has placed a heavy burden on the resources of the Social Fund in recent years and despite a considerable increase in the Fund's budget applications for aid far outweigh the money available. In addition to this the enlargement of the Fund has rendered some of the administration procedures cumbersome so that despite increased aid the problem of unemployment is still growing.

The Commission would now like to see a Fund which is better able to select those areas hit hardest by unemployment and to concentrate its resources on these, while at the same time opening up new areas of intervention by the Fund. With the above factors in mind the Commission has submitted proposals to the Council of Ministers containing suggested amendments to the 1971 Council Decision which set up the present Social Fund. It is hoped that these proposals will lead to a more effective allocation of the Fund's resources.

Under the 1971 Decision assistance can be applied for under two headings :

- Article 4 where Community action affects employment levels or where specific categories of workers suffering severe employment difficulties are affected e.g. the handicapped or young people under 25. Under this Article intervention by the Fund must be authorized by a specific Council Decision;

- Article 5 where long term structural unemployment or underemployment not directly attributable to Community action is in question. Reference to the Council is not necessary.

In the past Member States have been able to acquire more than the authorized amount for projects by arranging their 'Article 4' and 'Article 5' projects in such a way that they overlap. The Commission does not propose, however, to alter the separation of intervention but to remove the rigid financial demarcation between the two Articles, thus allowing greater flexibility in the allocation of the Fund. In recent years pressure for action under Article 4 has increased and with this proposal the Commission hopes that more action will be taken to combat long-term structural employment problems.

As it operates within budgetary limits the Social Fund cannot extend its aid to all problems, and with this in mind and in order to render its aid more effective the Commission proposes to put more emphasis on regions with chronic unemployment problems. This will be done by emphasizing the regional aspects under Article 4 and by introducing a higher 65% rate of aid in a specific number of hard pressed areas (the normal rate is 50%).

It is also envisaged that the Fund will have the flexibility to concentrate its resources on one problem area at one time e.g. the problems of women, the handicapped or the young unemployed.

In order to simplify and speed up payment procedures the Commission suggests that contributions could be paid by instalments. It is proposed that there would be an advance of 30% of the amount agreed for the operation on receipt of a request from the Member State certifying that the operation had begun, with a further 30% advance when the operation was half completed. The remainder of the grant would be paid after submission of the final accounts. In the event of the project failing the Community would have to be suitably reimbursed. While only the Member States would be able to verify an operation, the Commission would be able to make spot checks.

The Commission favours applications grouped according to areas of inter-

vention, rather than numerous individual applications. Approval for projects, and in particular grouped projects, will be given at the start, thus allowing Member States to estimate the amount that can be relied on.

Since 1971, when the reformed Fund was set up, some 90% of the Fund's aid has been allocated to vocational training, with the remaining 10% being used for the relocation of workers. Thus the Commission's proposals are concerned for the most part in these areas. However, the Commission has also put forward proposals for new modes of intervention by the Fund. These are as follows :

- aid for the maintenance or creation of employment or other types of intervention to enable workers to get stable jobs in economically sound industrial sectors. In these cases the rate of aid will be 35% ;
- aid for the maintenance over a specified period of incomes of workers who have lost their jobs or who are working on short time and who are waiting for training and new jobs.

*Source :*

Commission of the European Communities : Background Report, ISEC B30/77.

### *Commission recommendation on vocational preparation for young people*

The Commission of the European Communities has announced the adoption of Commission Recommendation of 6 July 1977 to the Member States on vocational preparation for young people who are unemployed or threatened by unemployment. Background details to the recommendation were given in information item 99, Issue 3, 1976.

The principal object of the recommendation is to promote, in the Member States, means of providing, at the end of compulsory schooling, an appropriate vocational preparation for young people who have no other opportunity to receive vocational training either at school or with an employer. The term 'vocational preparation' is used in the recommendation to desig-

nate those activities which aim to assure for young people a satisfactory transition from school to work by providing them with the minimum knowledge and skills necessary for working life.

During the preparatory work on drafting the recommendation it became apparent that it was helpful to distinguish young people in employment difficulties according to their situation :

- the situation of young people who are unemployed and who have never received adequate vocational training;
- the situation of young people who have found employment without having received vocational training and for this reason are threatened by unemployment;
- the situation of young people who have received vocational training but who either been unable to find a job or have lost their job.

In agreement with the social partners, the present recommendation is aimed at the first of these situations, which covers, in most Member States, a substantial proportion of the unemployed. These are young people who leave school at the minimum school leaving age (which in the Community ranges from 14 to 16 years), often with a poor effective command of the basic skills. Since at present they receive little guidance or training, they have difficulty in finding employment at times when the general level of unemployment is high. Thus it is this group of young people which needs the help of well integrated guidance, training and placement services. The second situation is also covered in the present recommendation in so far as the problems of these young people are the same as those of the young people in the first situation. This group of young people usually find work of an unskilled type, having received no prior vocational training. Such work is often subject to redundancy at short notice and thus the aim is to improve their chances of keeping their jobs or of finding new jobs. On the other hand, the problems of young people who have received vocational training are of a different character and, for this reason, are not covered in the recommendation.

The full text of the recommendation is set out below :

## Introduction

1. As a first action to promote the employment of young people, the Commission of the European Communities, pursuant to the objectives and terms of the Treaty establishing the European Economic Community, and in particular to Article 155 thereof, to the Decision of the Council of Ministers of 2 April 1963 and after consulting the European Parliament (1) and the Economic and Social Committee (2) recommends to the Member States that they take the measures set out below.

### A. Vocational Preparation

2. Vocational preparation should be made 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. Where necessary priority should be given to those who leave school with no formal educational qualifications.
3. The object of vocational preparation is to prepare young people for the world of work. Vocational preparation should include, as appropriate :
  - (a) vocational guidance, aimed at relating the aptitudes and interests of the young person concerned to training and to employment opportunities;
  - (b) the reinforcement and application of basic skills such as oral and written expression and elementary mathematical calculation, as well as the social skills needed to work;
  - (c) understanding the basic principles of economic and social organization, the law relating to social security and employment, the roles of management and trade unions, the nature of the world of work, industrial safety and hygiene, industrial relations, and the use of guid-

ance, training and placement services;

- (d) practical initial training in a broad skills area which is so designed as to enable the trainee to undertake a specific job in the chosen area and also qualify him to undertake more advanced training at a later stage;
  - (e) practical experience of work, either in an enterprise or by such other means as provide equivalent experience.
4. Vocational preparation should use modern teaching methods appropriate to the age and adult status of the young people.
  5. In providing vocational preparation full use should be made of all existing training resources and experience including those of employers, trade unions and other appropriate bodies. The social partners should be associated with the planning, organization and implementation of vocational preparation.
  6. Where vocational preparation involves the financing from public funds of in-plant and/or work experience, public authorities should ensure that both the training and the work experience is of good quality and relevant to the needs of young people.
  7. Young people threatened by unemployment should be given reasonable leave of absence from their work in order to undertake vocational preparation, with the aim of enabling them to keep their jobs or to find new jobs.
  8. Allowances sufficient to cover maintenance fees (if any) and the incidental costs of courses should be paid, in accordance with means, to young people attending publicly approved forms of vocational preparation. The maintenance allowance should be large enough to ensure that young people attending such forms of vocational preparation are financially better off than they would be if they remained unemployed.
  9. Action should be taken to inform young people of the schemes of vocational preparation available and of the facilities provided to enable them to follow the courses.

<sup>1</sup> Resolution of the European Parliament embodying its opinion on the Recommendation : 15 November 1976 - OJ C 293 of 13.12.1976.

<sup>2</sup> Opinion of the Economic and Social Committee on the draft Recommendation : 20 January 1977 - OJ C 61 of 10.3.1977.

## B. Coordination of legislation relating to compulsory school attendance and to access to work

10. The Member States shall examine their legislation and take such steps as may be necessary 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.

## C. The coordination of services

11. The Member States should ensure that there is effective coordination between the vocational guidance services, the vocational training services and placement services. In order to ensure full information about the condition of the labour market Member States should ensure that employers and trade unions are associated with these services at both national and local levels.

## D. Timing and reports

12. (a) The Member States shall inform the Commission before 31 December 1978 and at yearly intervals thereafter of the measures that they have taken to implement this recommendation.
- (b) The Commission will periodically publish a report on the action taken by Member States to implement this recommendation.

### Source :

Commission of the European Communities.

### *Youth opportunities programme introduced in the UK*

A new coordinated Youth Opportunities programme, which will provide government-funded work experience and training for unemployed young people between 16 and 19 years old, was approved by the government on 29 June. The programme follows almost entirely the proposals put forward by the Manpower Services Com-

mission's - MSC's - Working party in the so-called Holland report only six weeks previously. The idea of the programme is to draw together and build on existing schemes for young people.

The new programme comes at a time when unemployment among young people continues to rise and it is becoming generally accepted that the problem may be of a structural rather than a cyclical nature. Unemployment predictions show a rise to a peak within a year and a gradual decrease thereafter. However, even the most optimistic figures do not foresee the number falling below 100 000 by 1981. In an employment market where the supply of jobs is small and the demand great employers can become increasingly selective and it is thus the least able who suffer most. It is therefore this category at which the present package is primarily aimed.

The various schemes at present in operation need to be brought together to form a single coherent programme, comprehensive in its coverage and responsive to the varying needs of unemployed young people in different parts of the country. Thus an integrated range of courses and opportunities will be provided to afford unemployed young people the best chance of finding a satisfactory permanent job.

These opportunities will include :

- work preparation courses where training will be given on the employers premises, in further education establishments and skill centres;
- work experience to be gained on employers' premises, by participating in sponsored projects, in training workshops and in community service.

The various elements of the programme will last from two weeks to a maximum of one year; however, in individual cases in areas of high unemployment this may be extended. Young people will be able to benefit from more than one part of the programme and to transfer to different courses.

It is estimated that by September 1978, when the scheme becomes fully operational, some 230 000 places will be provided each year, about double the number being helped under current schemes.

In order to ensure a smooth transition from the present schemes to the new programme the current Job Creation and Work Experience Programmes (see item 108, Issue 4/76), due to close for applications on 31 August, will now be extended. The new programme will be run by the Manpower Services Commission through local boards representing appropriate local interests.

The gross cost of the package is expected to run at £160 million per year, although with savings on social security payments and other allied costs the actual expenditure per annum is likely to be just 60% of this. The possibility of assistance from the European Social Fund has also been taken into account. Participants in the scheme will receive a flat rate of £18.00 per week which include a £2.00 travel allowance, although this may be increased in exceptional circumstances. A single flat rate enables easy administration and facilitates the movement of young people between different parts of the programme, thus allowing them to derive maximum benefit from the range of opportunities provided.

The accepted scheme differs on one main issue from the original proposal of the working party. The Holland report advocated a system whereby all school-leavers would be immediately eligible for the scheme i.e. there should be no waiting period. The government, however, fears that this would mean the more able would get places to the disadvantage of the least able, for whom the programme is primarily designed.

With this in mind and in order to avoid disrupting the normal flow of young people into permanent employment, about a third of whom leave the register within a month, the government has stipulated that potential participants must have been registered unemployed for a minimum of six weeks. As the new programme will put an additional strain on the resources of the careers and education services additional allowances have been made for these sectors. Provision will be made for the recruitment of 170 careers officers in addition to the 320 already agreed under the present special measures. Additional clerical support will also be provided.

In conjunction with the MSC's youth unemployment programme the Secre-



tary of State for Education and Science has put forward a complementary education package which include a £9.00 a week payment to students in further education colleges. Resources are also to be made available by the government for a further 10 000 full-time places (or their equivalent) for 16-18 years olds in further education colleges, which is estimated at a gross cost of £11 million per annum. In addition to this a further £27 million will be allocated to a further education building programme over the next five years to provide the necessary additional accommodation.

The government also announced two measures to help adults which will take effect from 1 April 1978. These take the form of 8 000 places for unemployed adults to instruct and supervise young people on work experience courses and a Special Temporary Employment Programme - STEP to provide temporary jobs for up to one year for those aged 19 and over.

STEP will provide some 25 000 places, with priority given to areas of exceptionally high unemployment. It is expected to cost around £68 million gross, but the net cost will probably only be about a third of this with savings on unemployment and other benefits taken into account.

#### Sources :

Young People and Work - Report on the feasibility of a New Programme of Opportunities for Unemployed Young People. Manpower Services Commission, May 1977.

Department of Employment, Press Notice, 29 June 1977.

Department of Education and Science, Press Notice, 29 June 1977.

### *Youth employment action programme by the French Government*

The French Government has just launched a new action programme on youth employment. The programme was approved by Parliament on 29 April and took effect from July 1977. The object of the programme is to create and free jobs for young people or to give qualifications to those who do not have them already.

A number of the measures are designed to :

- create new jobs by investment aid and through extra recruitment in the public sector;
- make certain jobs available to young people by encouraging early retirement or the return of migrant workers to their country of origin;
- encourage the movement of young people within France or to other countries through a grant system;
- to encourage firms to recruit young people by exempting them from payment of government levies.

However, even if jobs are created or freed many young school leavers will not be able to take them since they do not have the necessary qualifications. For this reason additional training provisions will be made :

- employment/training contracts will be extended to benefit widows and single women having to support at least one child. As a result of this women will be able to take up a salaried occupation. These contracts, concluded between firms and the State, stipulate that the latter shall bear the training costs and salaries of newly recruited women and young people;
- vocational preparation measures for young people, initiated in 1975, will be likewise extended. This involves training courses lasting between six and eight months which combine general and vocational training and which prepare for specific jobs. Until now these courses have been limited to young people between 16 and 20. In future, however, this age limit will be extended to 25. The total allowances paid to trainees will be increased to 90% of the minimum salary of young people over 18;
- a new series of practical, on-the-job training courses will be introduced. Young unemployed people between 16 and 25 will be able to join firms for a period of six to eight months and will receive general and technical training for at least 200 hours.

The cost of these training measures for young people has been estimated at about one and a half thousand million francs. They will be financed partly by the government and partly

by firms themselves. Firms will have to contribute an amount equal to 0.3% of salaries paid.

#### Source :

National correspondent.

### *Reform of carpentry training in the Netherlands*

Following several years' preparation a reformed apprenticeship scheme started in the Netherlands in August 1977 under which 80 apprentices began training in carpentry at five centres throughout the country.

The main feature of the new method is better integration of practical in-company training and the accompanying theory taught at regional apprentice schools.

The five regional schools involved in the pilot training courses are spread throughout the country in Amersfoort, Amsterdam, Breda, Deventer and Groningen.

#### **Restructuring of the training programme**

The initial training of the 80 apprentices in the five experimental carpentry groups is divided into four grades, each lasting six months.

In formulating the new scheme the complete practical programme and the complete theoretical programme were first broken down into sections and then reordered and matched to each other. For this purpose the practical programme is divided into 12 categories of work (one category would include, for example, 'fitting of window and door-frames' or 'making rafters and roofs' or 'laying joists' and so on). Following this the 12 categories of work are each further divided into a number of independent practical assignments. Each practical assignment has a corresponding theoretical assignment. Together they form a 'twin assignment'.

The assignments in this system have been developed by the combined efforts of teachers at the regional schools and company apprentice instructors. They will also combine to evaluate their work during the course of the project.

Each twin assignment is concluded by a test. The aim is for an apprentice to take five tests per half year. When he has completed the five tests satisfactorily he moves on to the following grade. After the fourth grade (that is to say after 20 skill tests) the apprentice receives his final diploma without having to sit any further examinations. The results of all the tests together replace the former final examination, which has now been abolished.

### **Individualization of the training**

By means of the restructuring of the training programme a good apprentice can complete his initial training of two years more quickly. Anyone who works more slowly is able to take longer. The situation where apprentices have to repeat the whole of the second year of initial training now no longer exists. From now on each individual apprentice in the experimental groups can determine how many months longer his training will eventually last. One month's repetition is the usual time for a test completed with unsatisfactory results.

The combined practical and theoretical assignments can be done in varying order.

This depends on the type of work carried out in the company. Given that the average requirement is five assignments per half year an apprentice cannot take longer than the allotted time limit over one practical assignment in his in-company training. A specific time is laid down for each assignment.

### **Amalgamating theory and practice**

Dividing and regrouping the theory of the trade at the regional schools affords just as much flexibility of study as building in practice often unavoidably prescribes.

The theoretical subjects have been divided up into nine sections so that in the theoretical assignment the theory which matches the practical work is immediately available in all subjects. For example: For an in-company practical assignment in the category 'making rafters and roofs', the regional school has a matching theoretical assignment in which instruction in the general principles of construction, materials, tools, safety, drawing and

reading plans as well as mathematics, science and mechanics, is offered, together with social guidance.

### **Monitoring Training Standards**

Certain guarantees are, of course, built into the reformed training, so that now the regionally uniform examination has been abolished, a control can still be kept over the maintenance of a regional standard for the final level of training.

One of the guarantees takes the form of a test assessment with the same objective norms applied in all regions.

A completely new aspect is that an apprentice is told beforehand what the norms are and how the weight of the assessment is divided over the different sections of the oral, written or practical tests that he must take.

The result of the test is discussed in detail with the apprentice. There will be no central committee miles away from the apprentice which decides a result. In the reformed training the quality of the work is judged in the presence of the apprentice, according to norms comprehensible to him and which he knows and can take account of beforehand.

Another new aspect is that the Regionale Opleidingscommissie - ROC (Regional training committee) has the responsibility for both giving the tests and eventually deciding the results.

Depending on the results of this pilot project other apprenticeship training in the construction industry may also be reformed.

*Source :*

F.G. Glotzbach, Stichting Vakopleiding Bouwbedrijf.

### *Short news*

#### **International organizations**

According to a report published by the Organization for Economic Cooperation and Development - OECD, *women's employment opportunities* were less seriously affected than men's during the recent recession in most of the 16 countries studied. The effects of the recession were assessed by ex-

amination of labour market indicators such as unemployment, employment and labour force participation rates for both men and women. The analysis is largely based on figures covering a recent period of low unemployment (mainly in 1973 or 1974) and the countries' most recent period of high unemployment (1975). The report shows that while the labour market impact of the recent recession on women often differed from country to country, present statistics indicate significant similarities in country experience. The results of the analysis show that twelve of the countries experienced an absolute decline in the number of men employed, while women's employment declined in only five countries. Relatively, the change in the employment situation was generally more favourable for women than for men. In seven of the countries (Austria, Italy, Norway, Spain, Sweden, the United Kingdom and the United States) women's employment increased while men's employment declined. In five countries (Australia, Denmark, Finland, the Federal Republic of Germany and the Netherlands) employment declined for both men and women but in each case the absolute and proportionate decline was less for women than for men. In only two countries (France and Japan) did women's share of total employment decline. The report also tries to identify the main factors affecting the impact of the recession on women by comparing employment trends and distribution of employment by sector in 13 OECD countries.

The adult education section within the United Nations Educational, Scientific and Cultural Organization - UNESCO - is in the process of compiling a *world register of organizations, running long-term courses for teachers in adult education*, including training organizations, universities and institutes of higher education. To help in the compilation UNESCO has drafted a questionnaire which has been sent to a limited number of organizations before being sent to UNESCO's national committees and other organizations and institutions which are either already listed or which want to be listed. An international directory will be published at the end of 1977. This directory will give a country by country breakdown of all relevant information on the training of adult education teachers, such as the type of training available,

the level and content of the course and the name of the organization running the course. A list of research institutes will also be included.

## Denmark

Proposals recently put forward to the Folketing (Parliament) by the Undervisningsministerium (Ministry of Education) and the Arbejdsministerium (Ministry of Labour) recommend that all 16 - 19 year olds in upper secondary and higher commercial schools should receive the equivalent of an hour a week *study and vocational guidance*. Under existing provisions pupils are given approximately 14 hours' guidance during the 40 week school year. The new proposals, which, if accepted, will come into effect in the autumn of 1977, foresee more individual counselling as well as extra group tuition. Counselling would cover not only study choices but also economic, social and personal problems. The Ministries have not proposed any new guidance measures for pupils attending folkeskoler (comprehensive schools) but they urge improved guidance for pupils who leave these schools for work rather than further study at the upper secondary level. It is also emphasized that the existing guidance service should actively seek out young people in need of advice rather than deal solely with those who approach the service voluntarily. Implementation of the proposals depends largely on the number of counsellors that can be trained before the autumn. About 900 are employed at present but an additional 600 will be needed. Training for these counsellors should last 17 weeks, or 510 hours, of which 180 hours would consist of basic studies and the remainder of specialized tuition.

## Federal Republic of Germany

West Berlin is planning to establish 27 *Oberstufenzentren* (upper secondary centres) in purpose-built or converted premises at an estimated cost of DM 760 million. Each centre will

concentrate on one specific vocational field, e.g. electrical engineering, timber and construction technology, chemistry etc. Curricula will cover courses previously offered by the Berufsschulen (day-release vocational schools), Berufsfachschulen (technical vocational schools), Fachoberschulen (upper technical schools) and the upper secondary classes of Gymnasien (grammar schools). The scheme is therefore in line with the 1973 Bildungsgesamtplan (Comprehensive Education Plan) which aims to integrate general education and vocational training and to raise the status of vocational training in the eyes of young people. Construction of the first Oberstufenzentrum has already commenced and its opening is scheduled for 1979. It will provide courses appropriate to careers in economics and administration and, as the largest centre planned, will take 1 860 pupils. When the project is complete, 18 000 places will be available for young people between the ages of 16 and 19. Most of the pupils will attend the centres full-time, but some will be day-release students who have concluded industrial training contracts with companies. With the exception of Schleswig-Holstein, the other Länder plan to set up similar centres.

An interim report has just been published on *experimental in-service courses for trainers* which have been in operation since August 1976 at the Berufsförderungszentrum (vocational promotion centre) in Essen. Course topics have been selected from a variety of fields: teaching theory, organization of teaching, social psychology, the psychology of learning and of young people, the planning and organization of industrial training and the legal basis of training. The Bundesinstitut für Berufsbildungsforschung (Federal Institute for Vocational Training Research) provides technical support for these courses, which usually run for between two and five days. A significant characteristic of the project has been the extent to which course members take part in planning the courses. A course prospectus is sent to each participant requesting details of their particular problems and expectations from the course. Only at the commencement of a course is the programme finalized. In the interim report on this project 90% of the course participants, experienced trainers from all areas of the Federal Republic, maintained that their studies had been

of practical help to them in their jobs. It is planned to run 80 in-service courses by the end of 1979.

The Berufsförderungszentrum in Essen is also pioneering a scheme to train *unskilled women for jobs in engineering and electrical engineering*. Of the 40 unemployed women referred to the training centre by local employment offices, 32 are taking part in the first course, which started last January. The course commences with a six-week orientation period, during which vocational opportunities, career prospects and the trainees' aptitudes are assessed to determine the type and level of training most suited to each trainee. Interviews are then arranged with job counsellors at employment offices, who advise the trainees on regional labour market conditions. The subsequent training period can vary between 18 and 22 months depending on the type of course selected. The participants may either train for State-recognized occupations, qualifying as precision toolmakers or electrical appliance technicians, for example, or acquire skills in drilling, turning or milling. Because of the predominance of men holding jobs in these areas, counselling is maintained throughout the course both to help women cope with training and domestic problems and to enable them to overcome difficulties which they may encounter in their new work environment. The employment office will give them every assistance in finding a suitable opening on qualification.

## Ireland

A new *postgraduate course in European Studies* is to be run jointly by the two major university institutions in Dublin, University College and Trinity College. The course will begin in October 1977 and will receive financial assistance from the Commission of the European Communities. It will deal with the economic, political and legal issues raised by European integration and aims to encourage research in these areas in Ireland. It is expected that the course will attract recently-qualified graduates who wish to specialize in particular aspects of European studies and also mature students whose work is directly or indirectly related to European integration.

## Italy

Parliament has recently approved a *government scheme to encourage the employment of jobless young people*. The scheme hopes to secure employment for 300 000 young people in the private sector and 120 000 in State organizations. Although it is estimated that there are some 1 200 000 unemployed or underemployed between the ages of 15 and 29 the Government has stressed that the new scheme is only a beginning and that, depending on its success or failure, it will be expanded or modified in the future. Under the scheme employers in the private sector will be offered monthly financial incentives for the recruitment of young people between 15 and 29. These incentives will range from Lit 32 000, for firms situated in northern and central Italy, to Lit 64 000 for those in the south. Most of the scheme's resources will be concentrated in the south since it is here that 60% or more of all Italy's youth unemployment is situated. In addition to this, many of those who are unemployed in the north are young southern immigrants. In the public sector, young people will be employed in State museums, libraries and archives and they will also be used on road-works and reforestation projects. Certain categories of young people who volunteer for the scheme will qualify for special in-service training courses. It is expected that the scheme, which will continue over the next four years, will cost some Lit 1 060 billion. All salaries paid under the scheme will be at standard union rates.

## Netherlands

The *23rd International Skills Competition* for apprentices look place in Utrecht in July this year. Among the 300 participants were teams from 17 different countries, mostly European, but also including the USA, Japan, Korea and Taiwan. The aim of the competition is to promote vocational training, bring about an exchange of ideas between the specialists of various nationalities in the field of training and training systems, promote understanding and solidarity between young craftsmen and devote attention to individual young craftsmen by comparing and acknowledging their levels of achievement. All the participating

countries form the International Organization for the Promotion of Vocational Training and the International Youth Skill Olympics. The programme consisted of 32 competitive events and two demonstration events in such skilled occupations as carpentry, tailoring, metalwork, watchmaking, technical drawing and autogenous welding. The overall winners of the competition were South Korea.

Plans for a supplementary vocational training course for teachers involving cooperation between the Free University of Amsterdam and the NCRV - Nederlandse Christelijke Radio Omroep-Verenigingen (Netherlands Christian Broadcasting Association) are to become a reality this year. This type of cooperation between a university and a broadcasting station is completely new in the Netherlands. The course, which is to get financial support from the Ministerie van Onderwijs en Wetenschappen (Ministry of Education and Science), is aimed at practising teachers and will be multi-medial, consisting of 20 radio programmes, five television programmes, written material and where necessary, one or more study days. The compilers of the course have taken into account that outside interested parties such as parents, pupils, school governors, school counsellors and student teachers will also be listening to and watching the programmes. The core of the course is formed by ten written sections covering such ground as what constitutes good teaching, teaching objectives, curriculum planning, didactics, differentiation and evaluation, education research and the psychology of development and learning. Three tests occur during the course. Throughout the course there will be weekly radio programmes which will deal with topics both concerned with the course and outside it, participants' questions, comments on the tests, carrying out the assignments and the state of education. It is planned to form a group of participants to help in the production of the programmes. The five television programmes are to serve as an illustration of the written material and will act as a support to the course as a whole.

## United Kingdom

The newly reconstituted *Advisory Committee on Women's Employment*

met in July for the first time. The Committee was first set up in 1941 under the title of the Women's Consultative Committee. In May 1970 it was reconstituted and it was then given its new name. The Committee's terms of reference are 'to advise the Secretary of State for Employment on problems of employment policy relating to women.' Members are appointed in a personal capacity and not as representatives of particular organizations with which they may be connected. The working of the Sex Discrimination and Equal Pay Acts during the first year in operation and equal status for men and women in occupational pension schemes were among the topics discussed at the July meeting.

A booklet published recently by the Royal College of Physicians of London outlines how *women doctors with family commitments* can train part-time to become hospital consultants. It is explained that if a student is prepared to work full-time to complete her first year of postgraduate training (the pre-registration year) she could continue through general professional training and then higher medical training in part-time posts. Such posts are created by regional health authorities to suit the domestic circumstances of each applicant. However, part-timers are advised to choose a specialized area where there are shortages in trainees, such as geriatrics, psychiatry or anaesthetics, rather than heavily oversubscribed fields like neurosurgery.

A new project called '*Understanding British Industry*' has been launched by the Confederation of British Industry - CBI. The aim of the project is to give school children between the ages of 13 and 16 a better understanding of what industry and commerce — particularly firms in their own local area — is all about. School teachers will be asked what sort of information they would like, particularly with regard to teaching aids, and this will then be supplied through a new resource centre. Furthermore, local business people will be encouraged to aid the scheme by contacting and establishing closer relations with schools in their area. The project, which will cost the CBI £2.4 million, is planned to last seven years, after which it is hoped that regional supporters of the scheme will continue the campaign.

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# Bibliography

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## SOCIAL AND ECONOMIC PROBLEMS

641. WIRTSCHAFTS-, BERUFS- UND SOZIALSTRUKTURENTWICKLUNG IN EINIGEN INDUSTRIESTAATEN (D). Development in economic, vocational and social structures in several industrial States, by K. Maneval, J. Schröer and K. Herbrich. Beiträge zur Arbeitsmarkt- und Berufsforschung. Nuremberg: Institut für Arbeitsmarkt- und Berufsforschung, 1976. 106 pp. DM 20.

The authors of this research report set out to study trends in the economic, occupational and social structures of industrialized States, including the USA and Sweden, and to consider whether a supra-national institution, such as the European Community, could effectively change occupational structures in the Member States. This study clearly demonstrates the increasing importance of the service sector in advanced industrial economies and aims to serve as a useful guide for long-term planning of labour market policies in the Federal Republic. The text is supported by an appendix giving detailed statistical comparisons of employment patterns in industrialized States.

642. FILOSOFIA DEL LAVORO (I). Philosophy of work, by Luigi Bagolini. Milano: Guiffre Editore, 1977. 226 pp.

This book is the first in a series of manuals published by part of the faculty of economics and commerce at Bologna University specializing in the law of work and of social security. It contains the text of a course of lectures delivered by the author which he decided to publish as a result of their favourable reception. The book aims to provide a basis on which students can develop further thought and study.

643. ACCROISSEMENT DE LA PRODUCTIVITÉ ET PSYCHOSOCIOLOGIE DU TRAVAIL (F). Growth in productivity and the psychosociology of work, by M. Bolle de Bal, A. Karnas *et al.* Bruxelles: Institut de Sociologie, Université de Bruxelles, 1976. 122 pp. FB. 195

This book follows twenty years' research undertaken by the Centre de Sociologie du Travail (Centre for the Study of the Sociology of Work) at the University of Brussels and examines how sociological and psychological factors influence workers and the working environment. The book

contains six essays, each written by a different member of the Centre, and examines such aspects as worker motivation, attitudes to work, organization of work, employer/employee relationships and types of management.

644. VERGLEICHENDE ANALYSE DER MOBILITÄT IN BZW. ZWISCHEN DEN ARBEITSMÄRK- TEN DER EUROPÄISCHEN GEMEINSCHAFT (D). A comparative analysis of mobility in and between labour markets of the EEC, by K.D. Siegel *et al.* Beiträge zur Arbeitsmarkt- und Berufsforschung 11. Nuremberg: Institut für Arbeitsmarkt- und Berufsforschung, 1976. 570 pp. DM 20.

This study examines vertical mobility and mobility between regions, industrial sectors, jobs and job areas. It includes a separate analysis of movements on national labour markets, movements between the labour markets of EEC countries and movements to and from third world countries. The final topic studied is the effectiveness of policy measures aiming to influence mobility, including those taken at Community level.

645. MINISTERS OF LABOUR AND THE PROBLEMS OF EMPLOYMENT, VOL. 1 (E), Paris: OECD, 1976. 129 pp. (Also available in French: Les ministres du travail et les problèmes de l'emploi).

This volume is a record of the papers presented at the first meeting at ministerial level of the OECD's Manpower and Social Affairs Committee, which took place in Paris in March 1976. The main points for discussion at the meeting were the problems and policies of the present employment situation and the prospects of a future improvement.

646. TECHNIK UND ARBEITSMARKT: AUSWIRKUNGEN TECHNISCHER ÄNDERUNGEN AUF ARBEITSKRÄFTE (D). Technology and the labour market: effects of technical changes on the work force. Volume 6 of 'Quintessenzen aus der Arbeitsmarkt- und Berufsforschung'. Nuremberg: Bundesanstalt für Arbeit, 1977. 42 pp. DM 8.—

The effects on the labour market of the application of new technological processes and materials is clearly illustrated in this booklet by the use of graphs. The results

of a survey among 900 firms form the basis of the study, which shows how such changes affect job content, job requirements and staff mobility.

647. JOB SATISFACTION ATTITUDES SURVEYS (E), by Jack Barbash. Paris: Organization for Economic Cooperation and Development, 1976. 36 pp. (Also available in French: Enquêtes sur les attitudes concernant la satisfaction au travail).

The main aim of this special study, which appears as part of the OECD industrial relations programme, is to ascertain and review the use of attitudes surveys in OECD Member countries and to outline the problems associated with job satisfaction attitudes surveys. The report also discusses the possibility of an attitudes survey, designed for use in OECD countries, which would aid governments, employers' organizations and trade unions in their economic and social planning. Other factors, such as the range surveys, the range of questions asked and the desirability of limiting surveys to workers in easily comparable industries, are also covered.

648. BERICHT 1976 — DEUTSCHER INDUSTRIE- UND HANDELSTAG (D). 1976 Report of the German chambers of commerce and industry. Bonn: DIHT, 1977. 221 pp.

Reporting on the economic situation in the Federal Republic at the end of 1976, the Deutscher Industrie- und Handelstag - DIHT gives the views of German industry on many present-day issues. The section on vocational training, which comments on laws recently passed in this area, and a further section on developments in education policy are of particular interest to our readers.

649. OFFICE NATIONAL DE L'EMPLOI - RAPPORT ANNUEL 1975 (F). 1975 Annual Report of the National Employment Office. Brussels: Office National de l'Emploi, 1976. 134 pp. FB. 150.

## VOCATIONAL TRAINING

650. BERUFSBILDUNG IN DER BUNDESREPUBLIK DEUTSCHLAND: ANALYSE UND KRITIK (D). Vocational training in the Federal Republic of Germany: analysis and criticism, by A. Kell and A. Lipsmeier. No 38 in the series 'Schriften zur Berufsbildungsforschung'. Hanover: Hermann Schroedel Verlag KG, 1976. 290 pp.

This detailed critical analysis of training in West Germany which was prepared on behalf of the Bundesinstitut für Berufsbildungsforschung (Federal Institute for Vocational Training Research) covers historical, technological and socio-economic aspects of training and considers social and education policy and education theory. The subject matter is treated from the point of view of the future employee who needs information and advice on training and career opportunities today. The main

concern is to analyze the initial vocational training provided in the Sekundarstufe II (upper secondary education) but the book necessarily spans the whole training field from prevocational to adult vocational training. The text is supported by comprehensive statistical tables and a bibliography published in the appendix.

651. PER LA RIFORMA DELLA FORMAZIONE PROFESSIONALE (I). For the reform of vocational training. Nos 78 and 79 of *Formazione e Lavoro*. Rome: ENAIP, 1976. 88 and 79 pp. resp.

Issue 78 is devoted to current opinions on and proposals for a new parliamentary bill which has been the subject of much discussion and documentation. The principal points emerging from a debate on this subject, organized by the Associazione Cristiana dei Lavoratori - ACLI (Association of Italian Christian Workers) and the Ente Nazionale ACLI Istruzione Professionale - ENAIP (ACLI National Organization of Vocational Instruction) are also reported. The editorial section contains a paper on the reform of vocational training based on the prospect of full employment and a new training system which was approved by the national executive committee of ACLI in November 1976. Issue 79 contains details of various proposals for legislation and documents drawn up by organizations concerned with the training and promotion of workers.

652. PRAKTISCHE BERUFAUSBILDUNG (D). Practical vocational training, by J. Zielinski. In the series 'Moderne Berufsbildung'. Heidelberg: I.H. Sauer-Verlag, 1977. 136 pp.

This is the fourth edition of a book intended to provide trainers and employers with information on new ideas in teaching theory which are relevant to the practice of teaching. This expanded edition includes new sections on training objectives, assessment of achievement and individual on-the-job instruction, incorporating recent developments in the field of educational science.

653. TECHNICAL AND VOCATIONAL EDUCATION PLANNING - AN INTERNATIONAL ANNOTATED BIBLIOGRAPHY OF ERIC DOCUMENTS (E), by Wayne E. Schroeder. Bibliography Series No 35. Ohio: Centre for Vocational Education, Ohio State University, June 1976. 67 pp.

The aim of this bibliography is to make information on technical and vocational education available from ERIC — a national education information system — more accessible to education planners throughout the world. It was felt that while education practices differed from one country to another, many ideas and processes associated with current practices were applicable to more than one country. Thus, references included in this bibliography were selected because they applied to several cultures or reflected national and international policies. Efforts were also made to emphasize internationally important subject areas, such as industry, agriculture, commerce, health etc.

654. TECHNICAL AND VOCATIONAL EDUCATION - THE LE TOUQUET SYMPOSIUM: OBJECTIVES IN VOCATIONAL TRAINING AND UNIT/CREDIT SYSTEMS (E), produced by the Committee for General and Technical Education. Strasbourg: Council of Europe, 1977. 37 pp.

In order to assure true equality of opportunity and to facilitate mobility and individual advancement European countries are having to review the aims and content of their vocational education programmes. With this in mind the Council of Europe held a symposium in May 1976 on a system of vocational qualifications based on objectives and sub-objectives defined in terms of skills amenable to unit/credit grouping. Included in this report of the symposium are reports by the working groups and recommendations put forward by the symposium.

#### VOCATIONAL GUIDANCE

655. EARLY DAYS - A PERSONAL REVIEW OF COUNSELLING IN ENGLISH EDUCATION DURING THE DECADE 1964-74 (E), by Peter P. Daws. Cambridge: Careers Research and Advisory Centre, 1976. 64 pp.

This book traces the counselling movement from its inception in the early twentieth century to present times, when counselling as a professional activity has firmly established itself in the educational world. The author examines the growing preoccupation within the educational field with protecting the well-being and mental health of young people and children. Also included is an insight into the origins of vocational guidance, school counsellors and their tasks, student counselling in higher and further education, as well as current trends in school counselling and the benefits to be derived from it.

656. DIE ANALYSE VON BERUFEN UND BERUFSANFORDERUNGEN (D). The analysis of occupations and job requirements, by Andreas Bürgi. Stuttgart: Verlag W. Kohlhammer GmbH, 1976. 352 pp.

There is today a range of aids to help the careers advisor determine a candidate's aptitudes and preferences with greater accuracy than is really essential in the counselling situation. On the other hand, the understanding of job requirements has hardly progressed. In his capacity as a psychologist and a practising careers counsellor, the author has been able to penetrate a whole range of problems related to jobs and job requirements, and has designed a system of job requirement categories, against which job descriptions can be broken down.

#### EDUCATION IN GENERAL

657. JÄMLIKHET GENOM UTBILDNING? (S). Equality through education? by Torsten Husén. Stockholm: Natur och Kultur, 1977. 142 pp.

The power of the education system to create equality in a modern industrial meritocratic society is the main issue looked at in this book. The author broadens the perspective to include a critical examination of other aspects of Swedish education reforms. Two central issues are taken up, namely:

- have school reforms contributed to a greater equality of education opportunities?
  - are the standards of proficiency in Swedish schools equal to those in other comparable industrial countries?
- In discussing the latter question the author draws on his own experience in the field of international research and on the findings of the IEA-project (IEA = International Association for the Evaluation of Educational Achievement).

658. BILDUNGSSYSTEME IN EUROPA: STRUKTUR- UND ENTWICKLUNGSPROBLEME DES BILDUNGSWESENS (D). Education systems in Europe: Problems in their structure and development, by Oskar Anweiler and others. Weinheim/Basle: Beltz Verlag, 1976. 168 pp.

To facilitate international comparison between education and training systems in both East and West European countries, sections devoted to each country in this book follow a basically similar structure. Each section traces the history of education and training, outlines the current situation and central problems and finally puts salient features of each national education system into an international context.

659. BILDUNGSPOLITISCHE ZWISCHENBILANZ (D). Education policy - an interim statement. Bonn: Bundesminister für Bildung und Wissenschaft, February 1976. 96 pp.

Changes in the Federal Constitution in 1969 gave the Bund co-responsibility with the Länder for educational planning. This publication is aimed at informing the general public of developments since that time in the field of education to enable the public to fulfil their role in opinion-forming. It includes sections on the expansion of the education system, education and employment, information on structural changes in education, medium-term policy measures and planning and decision-making processes. The text is supplemented by graphs and tables.

660. GESAMTSCHULE UND DREI-GLIEDRIGES SCHULSYSTEM: EINE VERGLEICHSTUDIE ÜBER CHANCENGLEICHHEIT UND DURCHLÄSSIGKEIT (D). The comprehensive school and the three-tier education system: A comparative study of equality of opportunity and mobility of pupils. Vol. 55 of *Gutachten und Studien der Bildungskommission*. Stuttgart: Ernst Klett Verlag, 1976. 224 pp.

This study was undertaken by a research team at the University of Konstanz. In publishing the results the Bildungskommission (education commission) have made available to all interested parties an important contribution to the debate on

comprehensive education. Comparisons between the three-tier education system and the comprehensive system have been made in areas including the social background of pupils and secondary school attended, the mobility of pupils, the distribution of pupils between different levels of education, and levels of intelligence. The study also includes a breakdown of educational and vocational aspirations of pupils at comprehensives and the influence of social factors on achievement.

#### PERMANENT EDUCATION

661. BERUF - FREIZEIT - WEITERBILDUNG (D). Occupation - leisure - continuing education, by Rosemarie Nave-Herz. Vol. 59 of *Erträge der Forschung*. Darmstadt: Wissenschaftliche Buchgesellschaft, 1976. 122 pp.

Following the recent recommendations on continuing education by the Deutscher Bildungsrat (German Education Council) continuing education has become a major theme of educational debate. This publication presents the results of a study which aimed to identify the relationship between the type of work people do, the way they spend their leisure hours and their attitudes towards continuing education - a leisure activity. Empirical evidence points to the large number of variables which affect interest in adult education. One of the conclusions of the report is that there is a need to increase opportunities for paid educational leave, especially to encourage workers who received relatively little school education to undertake further training.

662. WORK, LEARNING, AND LEISURE IN THE UNITED KINGDOM - AN ANALYSIS OF THE LIFELONG LEARNING IDEAL AND THE INDUSTRIAL REALITY (E), by Kenneth J. King. Edinburgh University: 1976. 53 pp.

This paper, prepared at the request of the Organization for Economic Co-operation and Development, examines training and education in the light of present-day technological advancement. Educational ideals are discussed and compared with realities in the industrial field. The report looks at initial training and suggests that it will become an increasingly inadequate preparation for working life but it implies that life-long retraining will become commonplace *vis-à-vis* the pace of technological development. The obsolescence of skills and the training of women are among other aspects discussed.

663. LA FORMATION PROFESSIONNELLE CONTINUE - ASPECTS JURIDIQUES (F). Continuing vocational training - legal aspects. Number 2 in the series 'droit Social' Paris: Librairie Sociale et Economique, February 1977. 94 pp.

This special issue examines how the French vocational training system is based on the inter-vocational agreements of 1970 and 1971 and how this in turn affects employers, industrial organizations and trainees themselves. The main object of the study is to present a clear and concise picture of relevant legislation and to explain how it affects those concerned.

664. DEVELOPMENTS IN EDUCATIONAL LEAVE OF ABSENCE (E). Produced by the Centre for Educational Research and Innovation. Paris: OECD, 1976. 237 pp. £ 3.80 (Also available in French: *Situation Actuelle du Congé-Education*. FF. 34).

Leave during working hours for educational purposes has now been accepted as a matter of private initiative and public policy, particularly in Europe. In addition, it is seen as the beginning of a profound change of attitude towards vocational activity. This report evaluates present developments in the sphere of educational leave and their implications, and includes a comparative study which has been undertaken in nine countries, together with a special chapter on the United States. Such aspects as the objectives of study leave, relevant legislation, types of training offered, financial arrangements and the length of time given to educational leave are examined.

#### TRAINING OF ADULTS

665. ESPERIENZE NELLA SCUOLA DEI LAVORATORI (I). Experiments in education for workers, by Bruno Manghi. In No 55 of 'Formazione Domani'. Rome: Istituto Addestramento Lavoratori, January 1977. pp. 40 - 53.

The author of this article attended a training course for teachers preparing to participate in the '150 hours' paid educational leave scheme. The article discusses the original objectives of the scheme and stresses its great political value, whilst noting the limits and contradictions which must be overcome in order to make it an aid to cultural growth and a means of strengthening democracy and equality.

666. L'ÉDUCATION DES ADULTES - PERSPECTIVES MONDIALES (F). Adult Education - World wide perspectives, by John Lowe. Paris: Unesco Press, 1976. 251 pp.

Every ten years or so Unesco holds a world conference on adult education, during which topics such as the needs and recurring problems of adult education are raised, progress made in this field is examined and strategies for improvement on national and international levels are discussed. The introduction to this book provides background information on previous conferences, and the subsequent chapters examine the main themes of the most recent conference held in Tokyo in 1972. Aspects such as the functions of adult education, its changing structures, teaching methods and materials, administrative policies and finance are discussed.

667. PERSPEKTIVEN FÜR DIE ERWACHSENENBILDUNG ALS FOLGE DER DERZEITIGEN AUSBILDUNGSPLATZ- UND ARBEITSPLATZSITUATION (D). The effects of the current training place and job situation on the future of adult education, by Sabine Adler. In 'Berufsbildung in Wissenschaft und Praxis' 1/77. Berlin: Bundesinstitut für Berufsbildungsforschung, February 1977. pp. 23-26.

It is envisaged that there may be a shortage of skilled workers in the near future. This article stresses the importance of early recognition of the need for adult education courses to provide opportunities for those who have suffered as a result of the present shortage of training places and jobs to gain vocational qualifications in later life.

#### TRAINING OF APPRENTICES

668. APPRENTICE ATTITUDES IN DUBLIN (E), by Claire Hastings. Dublin: Irish Industrial Training Authority - AnCO, 1977. 104 pp. 60 p.

This report outlines the findings of a survey carried out among two groups of apprentices working in the Dublin area. The first group spent their first year at a full-time off-the-job training course in an AnCO training centre, while the second spent their first year on-the-job in the traditional manner. Apprenticeship in Ireland is undergoing many changes at present, and the impetus for this study came from the realization of the need to evaluate these changes from the apprentices' viewpoint. The responses from the apprentices indicate enthusiasm for off-the-job courses in the first year and a keen awareness of the need for systematic training.

#### TRAINING OF YOUNG PEOPLE

669. ENTWICKLUNG UND ERPROBUNG VON LERNANGEBOTEN FÜR JUGENDLICHE OHNE AUSBILDUNGSVERTRAG (D). Developing and testing learning opportunities for young people without training contracts, by D. Eibers and H. Gafga. In 'Berufsbildung in Wissenschaft und Praxis' 1/77. Berlin: Bundesinstitut für Berufsbildungsforschung, February 1977. pp. 17-21.

This article describes a pilot project being undertaken by the BIBB, which aims to develop a course to motivate unqualified young people whereby instruction takes place in youth recreation centres, rather than schools, and is combined with block release in local industry. Students may obtain a school-leaving certificate at the end of the course.

670. BERUFSSTARTPROBLEME VON JUGENDLICHEN (D). Young peoples' problems in starting work, by K. Schweikert. In *Berufsbildung in Wissenschaft und Praxis* 1/77. Berlin: Bundesinstitut für Berufsbildungsforschung, 1977. pp. 6-8.

This article contains preliminary data from a survey being carried out this year among 500 apprentices and 3000 young people who have been unable to obtain a training place. Results have so far shown that young school-leavers without training contracts no longer necessarily have the option of taking up employment instead of training. They also show that almost 50 % of the unemployed have a secondary school-leaving certificate, which is contrary

to the popular belief that most unemployed young people are early school-leavers. The final results of this study will be available later this year.

671. ENTRE L'ÉCOLE ET L'ENTREPRISE. PREMIÈRE PARTIE: ANALYSE SOCIOLOGIQUE DES SITUATIONS DE FORMATION (F). Between school and work. Part one: Sociological analysis of training situations, by Nicole de Maupéou-Abboud in collaboration with D. Le Borgne and J.M. Matter. Paris: Groupe de Sociologie du Travail, 1977. 205 pp.

This study, based on a survey carried out in ten regions of France between June 1975 and June 1976, compares the sociological aspects of vocational training with the sociological aspects of working life in each area. An analysis of the present training situation of young people is given and comparisons are drawn from the world of work. The study further examines the concerted efforts made in recent years by teachers, trainers and employers to improve the liaison between training and work. An in-depth examination is also made of the types of training offered, training policy and how it is formulated, and training methods.

672. BILDUNGSWESEN IM VERGLEICH 8: EINGLIEDERUNGSPROBLEME VON ABSOLVENTEN TERTIÄRER BILDUNGSGÄNGE BEIM ÜBERGANG VOM AUSBILDUNGS- ZUM BESCHÄFTIGUNGSSYSTEM IN AUSGEWÄHLTEN LÄNDERN (D). A comparison of education systems 8: Integration problems facing graduates on their transition from education to employment in selected countries, researched by ABV Management Service. In the series 'Materialien zur Bildungsplanung'. Bonn: Bundesminister für Bildung und Wissenschaft, December 1976. 132 pp.

This comparative survey investigates how graduates are integrated into the labour markets of France, the UK, Japan, the Netherlands, Sweden and the United States. The text is supplemented by graphs showing, for each country, the distribution of graduates of various faculties throughout the sectors of the labour market, salary scales and measures to eliminate problems of transition to the labour market.

#### TRAINING OF WOMEN

673. WOMEN WORKERS AND SOCIETY (E). Geneva: International Labour Office, 1976. 211 pp. SF 22.50.

Nearly half of all women of working age form part of the labour force, yet discrimination against women is still rife, with serious repercussions on children and other family members and thus on society. Discrimination exists not only in the fields of training and job opportunities but is built into the various social security systems of different countries. Although legislation in some countries has gone a long way in

tackling some of the problems, it is still often incomplete, leaving the root of the problem untouched. This publication is a collection of papers concerning the position of women workers in society. The topics cover many of the various aspects of employment in countries ranging from Latin America to the USSR.

674. WOMEN AT WORK AND IN SOCIETY; A SELECTED BIBLIOGRAPHY, 1970 - 1975/ LA FEMME AU TRAVAIL ET DANS LA SOCIÉTÉ; BIBLIOGRAPHIE SELECTIVE, 1970-1975 (E & F), by Geneviève Frank. Geneva: International Institute for Labour Studies, 1975. 44 pp.

675. WOMEN AT WORK 1/1977 (E). Geneva: International Labour Office, 1977. 30 pp. SF 4 (Also available in French).

One of the tasks assigned to the Office for Women Workers, which was created by the International Labour Office in April 1976, was the dissemination of information on trends and developments concerning women workers. Part of this task is now being fulfilled with the appearance of this newsbulletin. It will be published three times a year, in March, July and November. This issue includes reports on the plans and policies of several countries, a look at women's training needs and recent legislation which has been passed.

676. OCCUPAZIONE FEMMINILE E SVILUPPO ECONOMICO (I). Employment of women and economic development. No 33 in the series 'Quaderni di Formazione' Rome: ISFOL, November 1976. 201 pp.

On 26 to 28 November 1976 a national conference was held in Rome on the country's economic and social development and employment for women. The conference divided into four working groups in order to examine various aspects and problems relating to working conditions for women.

The following issues were discussed:  
— the present state of women's employment and future prospects  
— trends in expenditure and social services policy  
— education and training policy  
— working conditions, health and social security policy.

This volume contains the discussion documents used by the working groups and ISFOL's contribution on the subject of the inequality of women in the education system and employment.

677. ACTIVITÉ ET INACTIVITÉ PROFESSIONNELLE DES FEMMES EN FONCTION DE LEUR ORIGINE SOCIALE (F). Vocational activity and inactivity of women in relation to their social origins, by Jacqueline Frisch. In *Sociologie du Travail* 2/76. Paris: Association pour le Développement de la Sociologie du Travail, 1976. pp. 169-191.

This article favours the idea that a woman's status is determined and influenced to a greater extent by the socio-professional position of her father than by that of her

husband. It discusses the importance of social origins and how the early family environment exercises a significant influence over the way in which women prepare for their working life, for example their education and training, and the type of work they eventually choose. Tables are included illustrating the vocational activity of single women according to the professional status of their fathers and comparisons are then made with married women.

678. LES PROBLÈMES POSÉS PAR LES CONDITIONS DE TRAVAIL DES FEMMES (F). Problems of women's working conditions. A report by the Comité du Travail Féminin, in 'Actualités du Travail Féminin'. Paris: Ministère du Travail, September 1976. 30 pp.

679. DER GESCHLECHTSSPEZIFISCHE ARBEITSMARKT - ZUR IDEOLOGIE UND REALITÄT VON FRAUENBERUFEN (D). The sex-specific labour market - On the ideology and reality of women's careers. Frankfurt: Aspekte Verlag, 1976. 182 pp. DM 12.80.

By presenting empirical data from the Federal Republic and several other countries, the author gives a clear picture of the position of women on the labour market. She has studied the demands of the role of women in the home and compared them with the demands of competitive working life. The author concludes that social measures alone are not sufficient to give women and men equal opportunities. A change in employment structure to give equal value to the differing approaches to work adopted by men and women will be necessary.

680. DAS RECHT DER FRAU AUF BILDUNG (D). Women's right to education, by Liesel Winkelsträter. In 'Gewerkschaftliche Bildungspolitik' No 6, 1977. Düsseldorf: Deutscher Gewerkschaftsbund, 1977. pp. 139 - 147.

In recent years many laws have been passed to create a basis for women to achieve fuller personal development and greater autonomy. Even so inequalities in education and training still exist. This article discusses these inequalities and possible means of improving the situation.

681. DIE SITUATION DER FRAUEN IM BILDUNGSSYSTEM UND DIE ZUSAMMENHÄNGE MIT DEN STRUKTUREN UND ENTWICKLUNGEN IM BESCHÄFTIGUNGSSYSTEM (D). The position of women in the education system and its relevance to structures and developments in the employment system, by Ulrich Mignon. In 'Gewerkschaftliche Bildungspolitik' No 6, 1977. Düsseldorf: Deutscher Gewerkschaftsbund, 1977. pp. 136-139.

The disadvantaged situation of women in the education and employment sectors is discussed in this article. Current developments in the employment sector, such as the change from personnel-intensive to



capital-intensive production methods, tend to cause a decline in the quality of job content. The author proposes measures to prevent this general trend from being particularly detrimental to women's position in the world of work and society.

682. DAS AUSBILDUNGSANGEBOT FÜR MÄDCHEN (D). Training place provision for girls, by Barbara Meifort. In 'Berufsbildung in Wissenschaft und Praxis' 1/77. Berlin: Bundesinstitut für Berufsbildungsforschung, February 1977. pp. 14-17.

Even young women who have been trained run a greater risk of unemployment than skilled men because the range of jobs for which they are trained is generally more limited and the level of their qualifications tends to be lower. This article argues that changes in the structure of the provision of training places and the quality of courses should accompany an increase in the number of training places provided, if equality of opportunity for men and women in training, employment and promotion is to be achieved.

683. BERUFLICHE BILDUNGSSCHANCEN VON FRAUEN (D). Vocational training opportunities for women, by Ursula Linnhoff and Brunhilde Sauer. Göttingen: Verlag Otto Schwartz, 1976. 350 pp.

This bibliographic study was sponsored by the Kommission für wirtschaftlichen und sozialen Wandel (Committee for Economic and Social Change). It is divided into two sections: the first deals with the position of women in Western societies and draws comparisons between East and West, and the second describes the situation in Communist countries. The results point to the kind of measures most appropriate to the improvement of training opportunities for women.

684. WOMEN IN FURTHER EDUCATION (E). Bristol: Coombe Lodge Further Education Staff College, 1977. 211 pp.

The particular problems of women in the further education system, whether as students or staff, were the subject of a study conference organized by Coombe Lodge in February 1977, of which this is the report. As well as looking at external influences and attitudes which lead to an inequality of opportunity the conference considered what changes could be made in the managerial system to ease the situation. Attention was also focussed on the special problems faced by mature women students returning to study after a long break.

685. LA FORMATION PROFESSIONNELLE CONTINUE DES FEMMES (F). Continuing Vocational Training of Women, produced by the Comité du Travail Féminin. Paris: Centre Inffo, 1976. 68 pp.

This report examines the way in which continuing vocational training may be used more effectively to promote the position of women in the labour market, whatever their professional status or situation. Attitudes towards vocational training

for women are discussed, together with job structures and career development, relevant legislation, financial aspects and particularly disadvantaged groups such as migrant workers.

686. THE BELGIAN COMMISSION ON THE EMPLOYMENT OF WOMEN (E). In International Labour Review, Vol. 115, No 2. March-April 1977. Geneva: International Labour Office. pp. 157-174.

The history, establishment and role of the Commission du travail des femmes - CTF (Commission on the employment of women) are outlined in this article. The main functions of the CTF are to give opinions to the Minister of Employment and Labour and the National Labour Council on matters relating to women's employment, to carry out investigative studies and to propose new legislation or regulations. The article mentions in more detail some examples of the Commission's work and the influence it has had on policy making.

687. REALIDAD DEL EMPLEO Y LA FORMACIÓN PROFESIONAL DE LA MUJER EN AMERICA LATINA (SP). The reality of women in employment and vocational training in South America, by Ligia Chang and Maria Angelica Ducci. Estudios y Monografías No 24. Montevideo: Cinterfor, January 1977. 124 pp.

During 1975 and 1976 studies were undertaken in nine Latin American countries under project 102 organized by Cinterfor, an International Labour Office specialist agency. The aim of this project was to promote vocational training for women in South America, especially in occupations traditionally taken up by men. The project culminated in a conference held at Bogota in August 1976. This publication contains a synthesis of the results of the studies, which investigated the characteristics of women's education, employment and working conditions in the various countries.

688. ATTITUDES TO WOMEN AT WORK WITH PARTICULAR REFERENCE TO ATTITUDES TOWARDS MARRIED WOMEN (E), by Deborah King. Dublin: AnCO, September 1976. 149 pp.

The main object of this project is to examine the attitudes of fellow male and female workers in Irish industry towards married women at work, and to provide background information on the problems regarding the education, training and employment of women in EEC countries generally (see Article, Issue 2/3, 1975). The study suggests that much work has still to be done before women, and particularly married women, are regarded as equal workers entitled to the same opportunities as men. The project also discusses the traditional view that women are only temporary workers, working for a few years between school and marriage, examines the types of jobs traditionally held by women and looks at the aspirations and career hopes of the women themselves. Questionnaires and tables used in the compilation of the project are included.

689. LES FEMMES EN MILIEU RURAL: LEUR FORMATION, LEUR AVENIR (F). Women in a rural environment: their training and their future. No 51 of POUR. Paris: G.R.E.P., November/December 1976. 84 pp. F 20.

This issue illustrates how women are gradually trying to improve their status in the agricultural sector, for example by joining trade unions and by attending continuing vocational training courses. Approximately 25 % of women working in agriculture are now undergoing training. However, it is pointed out here that as 85.5 % of these women left the education system before they were 15, much more effort is required to compensate for their lack of initial training. Other aspects discussed include the fight against the exploitation of women in the agricultural sector, the problems encountered by the women themselves and the development of this sector between 1945 and 1976.

690. LE CASALINGHE DI RISERVA: LAVORATRICI DOMESTICHE E FAMIGLIA BORGHESE (I). Housewives in reserve: Domestic and the middle-class family, by Olga Turrini. No 63 in the series 'Uomo e Società'. Rome: Coines Edizioni Spa, June 1977. 159 pp.

691. MOTHERS IN EMPLOYMENT (E) by John Wellens. In Industrial and Commercial Training Vol. 9, Nos 3 and 5. Guildsborough: John Wellens Ltd., March, May 1977. pp. 112-116, 179-182 respectively.

Based almost entirely on a collection of conference papers entitled 'Mothers in Employment' produced by Brunel University this article briefly raises some of the main points of contention on this subject. It is offered as an in-plant or college study and thus does not itself set out to present solutions to the many problems in this field. It discusses, with the aid of selected statistics, the main problems encountered in the employment of mothers and in particular the problem of a rigid work pattern. The May issue contains the reactions of two readers to the article and the subsequent comments of the author.

#### TRAINING OF TRAINERS AND INSTRUCTORS

692. DAS LEHRPERSONAL IN DER BERUFLICHEN ERWACHSENEN-BILDUNG Teil 1 (D). Teaching staff in adult vocational training-Part One, by Günter Kühn. Berlin: Bundesinstitut für Berufsbildungsforschung, December 1976. 76 pp.

Many of the teaching staff engaged in adult vocational training are specialists in their own technical field, but, due to an almost total lack of provision, few have received formal teacher training. In view of the expansion of adult vocational training, many parties have given serious consideration to the need to provide instruction which is appropriate for adults. This is a report on part of a project which has analyzed and evaluated the concepts which

have been developed, and has also put forward a system of categories for adult vocational training staff, who may work, for example, as vocational school instructors, in-company trainers or part-time lecturers in vocational subjects.

## TRAINING IN INDUSTRY

693. THE TRAINING AND RETRAINING OF COALMINERS (E). Report II of the Coal mines committee. Geneva: International Labour Office, 1976. 57 pp.

694. LA FORMATION DANS LES ENTREPRISES DE TRAVAIL TEMPORAIRE (F). Training in firms offering temporary employment, by Christian Hellet. *In* Formation France No 18. Paris: Editions Media France, April 1977. pp. 25-33. F 60.

This article is the result of a survey commissioned by the Union nationale des entreprises de travail temporaire - UNETT (National union of firms offering temporary employment) and illustrates the vitally important role temporary work plays in a modern economy. Firms offering such work employ 0.9 % of the working population on any given day. Many people spend a brief period of time in temporary work, eight hundred thousand people being employed in this manner each year. The survey revealed that one French person in a hundred undertakes temporary employment at some stage of their working life. Also included in the article are case studies, incorporating the views of young people who found temporary work a means of avoiding unemployment and a useful way of preparing for working life.

695. A DISCUSSION DOCUMENT ON MANAGEMENT DEVELOPMENT (E). London: Training Services Agency, January 1977. 25 pp.

As management development is now considered to play an important role in improving the performance of public and private sectors of the British economy, the Training Services Agency - TSA has published this document to stimulate discussion about what it should be doing in the area of management development and managerial effectiveness. Relevant documents, research and discussions concerning trends in the field of management development have been studied and here the TSA highlights those ideas and activities which it considers provide a basis on which to build in the future.

## TRAINING IN AGRICULTURE

696. STATO E REGIONI NELL'ATTUAZIONE DELLA POLITICA DELLE STRUTTURE AGRICOLE (I). State and regions in the implementation of structural reform measures in agriculture, by Antonio Picchi. *In* 'Formazione Professionale in Agricoltura', No 6/76. Rome: ENAIP, 1976. 10 pp.

Only a few regions have so far been able to implement the EEC Directives on agricultural structure adopted by the Council in 1972, and consequently Italy's agriculture is, to a large extent, still unable to benefit from the financial aid for training and retraining measures for agricultural workers which the Commission may provide under these Directives. This article discusses the difficulties inherent in the application of EEC Directives at national and regional level in Italy and the need for modification of national and regional legislation.

697. 100 JAAR LANDBOUWONDERWIJS (N). 100 years of agricultural education. Maandblad voor het Land- en Tuinbouwonderwijs. Culemborg: Uitgeverij Stam-Robijns, March 1976. 143 pp.

698. LA FORMATION PROFESSIONNELLE CONTINUE EN AGRICULTURE (F). Continuing vocational training in agriculture. Paris: Centre Inffo on behalf of the Secrétariat Général de la Formation Professionnelle, January 1977. 63 pp.

In April 1976 a working party was set up by the Secrétaire d'État à la Formation Professionnelle (Secretary of State for Vocational Training) to examine problems in the sphere of continuing training in agriculture. This publication, the working party's final report, therefore examines both State-aided measures and those implemented by groups within the agricultural sector. The investigation was carried out in each region under the auspices of the regional prefect and the agricultural working group of each regional training committee, and on a national level by the Ministère de l'Agriculture (Ministry of Agriculture) and those responsible for the management of training funds.

## TRAINING IN THE CRAFT SECTOR

699. VOCATIONAL TRAINING IN THE CRAFT INDUSTRY IN EUROPE (E), by Markus Kamber. Strasbourg: Council of Europe, April 1976. 44 pp.

In 1975 the Secretariat General of the Council of Europe commissioned an enquiry into the craft industry with the object of strengthening the structure of small industries. This paper provides a sketch of small industries in ten European countries, and illustrates the vitally important role played by vocational training. The paper also raises many questions about the industrial strength of countries and the degree to which this depends on the vocational training available, and discusses the ways of promoting small- and medium-sized firms by means of appropriate national measures.

700. DO WE NEED A NEW POLICY FOR CRAFT TRAINING AND EDUCATION FOR THE LESS ABLE? (E), by R. Thorogood. *In* Industrial and Commercial Training Vol. 9, Nos 2, 3 and 4. Guilsborough: John Wellens Ltd., February, March, April 1977. pp. 76-82, 101-103, 155-159 respectively.

The first of this series of three articles briefly describes an investigation carried out in 1975/76 by the Foundry Training Committee at a craft training centre. The investigation set out, by examining trainees' responses to a period of training and by taking account of their educational background, to determine the factors which have shaped their learning style and to predict how learning characteristics may be influenced by a conscious reshaping of further learning experiences after school. The trainees involved were generally in the low ability range with a history of underachievement. The article concludes by looking at common themes which became apparent during the investigation and which could be developed to form a basis for improving the effectiveness of first year training. The second article looks at company expectations of trainees who have completed an off-the-job training course, in terms of adaptability, flexibility and commitment as well as both mental and physical skills. The final article enumerates the resultant central themes and puts forward recommendations for reshaping the first year training of young craftsmen.

## TRAINING AND EMPLOYMENT

701. TECHNIK, ARBEITSORGANISATION UND ARBEIT - EINE EMPIRISCHE UNTERSUCHUNG IN DER AUTOMATISIERTEN PRODUKTION (D). Technology, work organization and labour - An empirical study of automation in manufacturing, by Otfried Mickler, Eckhard Dittrich and Uwe Neumann. Frankfurt: Aspekte Verlag, 1976. 566 pp.

This empirical investigation into the effect of technological and economic innovation on work organization and training needs was conducted at the Soziologisches Forschungsinstitut, Göttingen, (Sociological Research Institute). Nine companies including a cement-works, an oil refinery, electrical and chemical plants where complex automated manufacturing processes were used were investigated by the research team. It shows that workers' representatives exercise little influence on changes in the working environment and that there is a trend towards a polarization of qualifications needed for jobs on the production line.

702. THE IMPACT OF MULTINATIONAL ENTERPRISES ON EMPLOYMENT AND TRAINING (E). Geneva: International Labour Office, 1976. 32 pp. SF 12.50 (Also available in French).

An initial study of both the direct and indirect effects and influences of multinational enterprises on employment, training, research and development in third world countries, industrialized countries and the home market is made in this document. As it is a preliminary study it contains only general and provisional conclusions, which are substantiated by a number of statistics and tables collected by the ILO.

703. I GIOVANI ED IL MERCATO DEL LAVORO: ASPETTI E DIMENSIONI STRUTTURALI DEL FENOMENO (I). Young people and the labour market: characteristics and structural dimensions, by Olga Tavone. *In* *Formazione e Qualifica* N. 34. Rome: Ente Confederale Addestramento Professionale, November-December 1976. pp. 23-25.

This article discusses the present state of youth employment and blames the bad management of the economy and the fact that potential production areas have not been utilized to reduce the present high level of unemployment in Italy. The weakest elements of the workforce, i.e. school leavers and women, have been those hardest hit by the economic recession, and it is now proving difficult to find secure and rewarding employment. Two tables are included giving details of the number of young people unemployed in early 1976.

704. OCCUPAZIONE GIOVANILE : PROBLEMI E PROSPETTIVE (I). Youth employment: Problems and prospects, by Enrico Giacinto. *In* No 55 of 'Formazione Domani'. Rome: Istituto Addestramento Lavoratori, January 1977. pp. 28-39.

This article looks at the serious problem of youth unemployment and the various solutions put forward by the social partners, and points out the need for a link between real work and qualifications gained. A detailed analysis of the present situation emerges, demonstrating the unions' view that a policy which attempts to solve the problem of youth unemployment purely by means of monetary incentives will be insufficient without adequate provision of apprenticeship contracts.

705. OCCUPAZIONE GIOVANILE, PROPOSTE E STRUMENTI DI INTERVENTO (I). Youth employment, proposals and modes of intervention. No 5 of *Notizie Iref*. Rome: Istituto di Ricerche Educative e Formative - IREF, January 1977. 16 pp.

This issue contains a report on the youth employment debate, based on a one-day discussion held in November 1976 by the Associazione Cristiana dei Lavoratori - ACLI (Association of Italian Christian Workers). At that time the parliamentary bill on youth employment (passed in June 1977) was being examined by the social

partners. The main provisions of the law are presented in summary form, with comments on the various proposals. The report also considers possible regional measures and their limitations, stresses the need for further labour market research and recommends the application of cost-benefit analysis to the measures planned.

706. CONFERENZA NAZIONALE SULL'OCCUPAZIONE GIOVANILE (I). National conference on youth employment. *In* 'Formazione Domani' No 56. Rome: Istituto Addestramento Lavoratori, February 1977. pp. 4-33.

Social partners and political organizations reached a general consensus on the analysis of the problem of youth unemployment and the need for a solution at the national conference held in Rome in early February. However, there were divergences of opinion on how the problem should be tackled. This issue of *Formazione Domani* sets out the problem of youth employment and includes an article which shows how this problem is linked with developments in the productive sector and an item outlining relevant trade union policy.

707. L'OPÉRATION ' MISE A NOUVEAU ' POUR LES JEUNES (F). Short-term training programme for young people, by Benedict Donnelly. *In* *Le Monde de l'Éducation* No 25. Paris, February 1977. pp. 43-44. F. 5.00.

This article examines the progress of the third programme launched by the Agence nationale pour l'Emploi - ANPE (National employment agency) to combat youth unemployment in France. The chief objective of this new programme is to provide young people with training relevant to the needs of industry, but unlike its predecessors, this scheme is able to guarantee employment at the end of the training period. This is achieved by arranging short training courses (40 to 500 hours) which correspond to job offers placed in local employment agencies. The article gives the views of the ANPE on the programme and looks at the situation of several young people who took part in it.

#### CONFERENCES

708. BILDUNG UND BERUF : SOZIALDEMOKRATISCHE FACH-KONFERENZ 3./4.7.1976 (D). Edu-

cation and occupation: Social Democrats' Conference of 3-4 July 1976. Bonn: Vorstand der SPD, 1976. 96 pp.

The resolution at the party conference reported in this document calls for promotion of the equivalence of vocational training and general education, adequate training places for all and improved opportunities for advancement for those who have completed full initial training. The booklet also includes the introductory speech by the Bundesminister für Bildung und Wissenschaft (Minister for Education and Science) and the reports of the four working groups.

709. CONFERENZA NAZIONALE DI ORGANIZZAZIONE DELL'ECAP-CGIL (I). ECAP-CGIL National organizational conference. *In* *Notiziario ECAP* No 2. Rome: Ente Confederale Addestramento Professionale, April 1977. 68 pp.

The February 1977 conference organized by the Ente Confederale Addestramento Professionale - ECAP (Vocational Training Agency) in collaboration with the Confederazione Generale Italiana di Lavoro (Italian Federation of Trade Unions) examined the organization of the Italian training system, its operating capacity and its relationships with the trade unions and public authorities. The aim was to redefine a uniform trade union policy which would try to align vocational training provision more closely with the general policies of the trade union movement. The conference was attended by 81 regional representatives of ECAP, 57 trade unionists and 75 teachers.

710. L'INIZIATIVA DEL SINDACATO PER L'OCCUPAZIONE E LA FORMAZIONE PROFESSIONALE (I). The trade union policy on employment and vocational training. *In* *Quaderni Formazione Domani* N. 7. Rome; IAL - Istituto per la Formazione Professionale, 1977. 171 pp.

This issue is devoted to a full report on the national conference which took place in Florence on 19-20 March 1976 concerning trade union policy on employment and vocational training. The conference provided an opportunity for further discussion of vocational training policy and the future role of leading organizations in the training field.

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