



PROCEEDINGS OF THE SEMINAR

*vocational training:
information and documentation
as task and a need of the
Centre*

**ROPEAN CENTRE FOR THE
VELOPMENT OF VOCATIONAL
AINING**

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27 - 29 April 1977

EUROPEAN CENTRE
FOR THE DEVELOPMENT
OF VOCATIONAL TRAINING

*1000 Berlin 31
Bundesallee 22*

SEPTEMBER 1977

This publication is also available in

DE ISBN 92-825-0037-3

FR ISBN 92-825-0039-X

A bibliographical slip can be found at the end of this volume

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Berlin, 1978

Printed in the United Kingdom

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ISBN 92-825-0038-1

Catalogue number: HX-23-77-534-EN-C

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F o r e w o r d

The compilation of a "set of documents" is part of the ritual which usually takes place at the close of a seminar.

This brochure is not to be included in such a category: decision to publish it was taken in the conviction that it would prove useful.

The general lines of the information policy of the Centre are drafted in the conclusions of the seminar, and it therefore appears useful to make available a document in which the line of reasoning behind certain concrete measures which the Centre has in hand is clarified.

It is consequently not simply for the "pleasure of reading" but rather for the purpose of providing information, a task to which the Centre has assigned high priority, that the decision to publish this brochure was taken.

The brochure consists of a compilation of documents, and for this reason no analyses or document evaluations have been appended.

The proposals brought forward with regard to the most suitable ways of supporting the information activities of the Centre are to be found in the Seminar Report.

It seemed useful to include a questionnaire which was distributed to the seminar participants, together with the quite unexpected results of the total complex of answers given.

Also included in the appendix are a number of papers which had been submitted before or during the seminar.

We wish to thank all the participants for having contributed so generously of their knowledge and experience in a spirit of sincerity and common effort.

Mario Alberigo

Original: Italian

Translation: EJ

P O I N T S F O R R E F L E C T I O N

Points for Reflection

"The Internal and External Information Function of CEDEFOP"

1. Introduction

For two fundamental reasons information and documentation constitute a priority task of the Centre as entrusted to it by its founding regulation:

- a) Availability of selective information and consequently of documentation tailored to respective needs constitute the precondition for realizing the Centre's work programme at short term, in particular study projects on "Youth", "Women" and "Migrant Workers".
- b) Information, suitably disseminated through appropriate media, must respond to existing demands in the EC Member States. Appropriate information can also serve to avoid unnecessary duplication of effort within research work conducted in the Member States by various institutes.

2. Information and documentation as a need

In terms of priority information is recognized as being prerequisite to rendering the Centre's programme operative; it is the launching ramp for all research effort. This implies the need to identify the sources and channels of information and establish the criteria and resources by means of which to bring about the selectivity of information within the process of setting up a system tailored to the concrete operational possibilities of the Centre, that is to say, a system which is geared to the resources and to the funds available to the Centre.

3. Information
as a task

- 3.1. Information cannot and must not stagnate at the moment of entering the system but must rather be handled in such manner that it can flow out again through suitable channels of dissemination. In this context the important role becomes apparent which the Bulletin published by the Centre can and must play.
- 3.2. Information is thus also seen as a task entrusted to the Centre both by its founding regulation and by the express will of the Board of Management.

This in turn implies the need to establish and define existing information needs, the levels at which these needs exist, and the concrete possibilities available to the Centre to respond to these needs. In this connection it is necessary to raise some doubt as to the possibility of realizing in medium term the establishment of a "European Information Centre". It is true that there is no lack of more or less successful attempts at national levels to centralize an information system, but there are in fact no national systems of centralized information, and this justifies in a certain sense the doubt expressed above.

4. Seminar on
Information and
Documentation:
content

- 4.1. The three points dealt with constitute the preliminary requirement for delimiting the area within which to conduct the Seminar and define its logical dimension.
- 4.2. If this Seminar were to be organized without first having defined the information policy to be pursued, it would run the risk of becoming an event obsolete in character and without operative content. The following three questions must therefore be posed:

- a) What information is needed?
- b) Why is the information needed?
- c) What should be done with the information?

These are questions that also contain the objectives to be attained in terms of precise answers to well-defined needs.

4.3. These objectives are as follows:

- a) short-term: identify in every country the institutes working in this field whose structures are already amenable to a first mechanical linkage between the various national sources and the Centre.

This calls for identification of the needs and sources of information and also the means by which to make such information selective, topical, and useful, particularly in respect of the projects on "Youth", "Women" and "Migrant Workers";

- b) medium-term: further develop the information channels existing in the various countries with a view to bringing about better and more effective harmonization as regards incisive actions in the field of vocational training;
- c) long-term: promote the establishment of national information systems, understood to be prerequisite to the establishment of a Community system.

The Seminar must orient itself above all towards the identified short-term objectives, bearing in mind at the same time the concrete possibilities open to the Berlin Centre of realizing these objectives.

5. Seminar on
Information and
Documentation:
structure

The above considerations determine the structure of the Seminar. To summarize, three steps can be distinguished:

- 5.1. Exposition: four introductory papers will be presented, one by the Centre, one by a representative of the employers' organization (UNICE), one by a representative of the trade unions (CES), and one by a representative of the governments (Mr. Claude Blondel).

It was deemed proper to entrust to labour and management and to governments the task of reporting on existing information needs, above all as regards priorities and tendencies.

- 5.2. Reflection: three working groups will then carry out the task of deriving from the four introductory papers possible consequences in the direction of the objectives already defined. Considerable time has been reserved for the working groups, as it was felt that the aims of the Seminar could be better served by a well-structured debate among a small number of participants than by a general debate in plenary session.

It appears useful to point out two risks which in our opinion could be encountered by the Seminar:

- a) The Seminar might lose itself in generalities without ever arriving at a really operative solution.
- b) The Seminar might concentrate too much on the treatment of information and documentation, in other words on specific technical aspects for which it is not necessary to convene a seminar.

In order to avoid these two risks, it was deemed appropriate to

- structure the group work as tightly as possible, scheduling specific subjects to which experts will address themselves;

- make arrangements to set up after the Seminar a group of specialists whose task it will be to study technical aspects of the problem of documentation (storage, classification system, microfilm/microfiche, selection of a thesaurus, etc.).

5.3. Synthesis: The plenary meeting will have the task of reconciling and synthesizing the work of the three groups with the purpose in mind of providing such answers as will allow the Centre to define its role vis-à-vis the problem of information understood as both a task and a need.

Original: Italian
Translation: BLS

I N T R O D U C T O R Y P A P E R

C. Jørgensen

Opening Address by the Director

It is a great pleasure for me to welcome you all to the European Centre for the Development of Vocational Training and to the Seminar on Information and Documentation. I am confident the discussions will be interesting and fruitful, both today and during the following days.

I would particularly like to welcome those three participants who, this afternoon, will give us an introduction to our debate: Mr. Blondel, representing the member states' governments, Mr. de Norre, representing the employers, and Mr. Marioli, representing the employees. I would also like to convey a special welcome to those three participants who have declared themselves willing to fill the posts as chairmen of the working groups that are to start work tomorrow morning, Mr. Estgen, Mr. Romano and Mr. Sauvage.

I would like to thank them for the kindness and willingness they have shown in accepting these tasks and in assisting the Centre to carry out this Seminar.

Before talking more about the aim of this Seminar, I would like to put forward a few considerations about the Centre and its work, which I hope will serve as a background for the ensuing discussions.

All of you present here know the situation regarding vocational training in Europe today and would like to find out the extent of vocational training in our nine countries

and how much it differs. Great variations can be seen from one country to another, whether they concern structure, contents, control, or financing.

You would also like to discover how great the relationship is today between, on the one hand, vocational training and, on the other hand, the development taking place both inside the educational sector as a whole and on the labour market.

Vocational training is seen today, to a much greater extent than ten years ago, as an integral part of social and economic life in the single Member States and the Common Market. We know what difficult and serious problems Europe is facing. We know that vocational training is only one element in a large and complex context.

In our work with vocational training this knowledge must bring with it an obligation to recognize a connection with the social and economic developments that are taking place.

In accordance herewith two principal subjects dominate the Centre's work:

How to facilitate a qualifying vocational training for those groups in our society who, particularly in difficult economic conditions, are especially vulnerable to a shortage of training opportunities and to unemployment. It is, for instance, a question of youth with insufficient scholastic background, young girls and women caught in traditional training and employment patterns, migrant workers, etc. Social responsibility necessitates a particular effort by the Communities, for instance, through this Centre's work, and through the European Social Fund, to prevent the burden of our difficulties being put, to an

unreasonable extent, on those shoulders that are least able to bear it.

The Centre's foremost task is vocational training in relation to youth unemployment and the transition from school to work, with particular reference to those groups of young people that are most threatened for different reasons, mainly economic and social.

The aim is for varied and satisfactory employment for these groups, though I am convinced that well-planned vocational training will endow these groups with knowledge and skills that go beyond the pure professional necessities. A professional and practice oriented training would open up pedagogic possibilities which are not even understood today, let alone fully utilized.

Another important question for the Centre are the structural changes taking place on the labour market. These changes may bring new educational and training needs which may be of technological character but could also be connected with changes in the organization of work.

We must make every possible effort to avoid getting into a situation where vocational training is isolated from the labour market and carried out for its own sake. This would be the most serious disease from which vocational training could possibly suffer, first and foremost because it is ruinous to the students' desire to learn. To avoid this situation, the problem of variable training requirements as a result of changes on the labour market is of decisive importance.

I will not go into further detail about the Centre's programme, but it has been my wish to highlight the basic attitude in the Centre's work. This fundamental

attitude is directly connected to the fact that, through the composition of its Board, the Centre has close links not only with both the Member States' governments and the Commission, but also - which is new and important - with the labour market's partners. This involves particular obligations, but, at the same time, opens up significant opportunities.

I would also like to point out that, as regards the number of employees, the Centre is of a very modest size compared with a series of national and international institutions also dealing with vocational training.

Through the contacts with many different organizations and institutions within the Communities that we have established in the past months, we have realized how large and excellent are the resources that have been made available to improve vocational training.

Against this background, Europe would not gain by setting up a large new institution parallel to existing organizations. On the contrary, Europe will gain only if this Centre can implement its aim to use at least part of the existing resources, beyond national and linguistic borders, on a Community level.

The Centre will try to reach this goal by spreading information about certain subjects, by arranging contacts and discussions, and by coordinating and taking the initiative for common studies, various pilot experiments, etc.

It is my opinion that the most important task for the Centre is to activate forces already existing in Member States and on a Community level, and to coordinate these

forces around common problems. This work is an important and unique mission for the Centre in Berlin which, in my opinion, can be carried out only by an institution of limited size.

My colleagues will talk later more about information problems in relation to coming discussions. I would like to suggest briefly that it is the Centre's hope that, through your participation in the discussions during this Seminar, you will give us your advice on how the Centre can contribute to making available in a useful form, to certain people and groups in the Member States and on a Community level, updated knowledge about important and selected questions concerning vocational training.

This aim has to be seen in relation to the resources available to the Centre and against the general considerations I have mentioned.

The debates during this Seminar should concentrate on the Centre's practical, short-term possibilities, the main problems being therefore the establishment of priorities and selectivity.

At this Seminar we shall not pursue in detail informational and technical problems but our debates should nevertheless help to formulate an information policy for the Centre with a view to the ensuing discussions of, and decisions by, the Board of the Centre.

I admit we also hope that these talks will give you new impulses and inspiration for reflection on information problems.

When planning this Seminar we took into consideration that the most profitable work normally takes place in small group discussions and the greater part of the Seminar is therefore reserved for working groups. We ask you to accept this decision and we also ask you to accept that, as previously mentioned, we have taken the liberty beforehand to request Mr. Estgen, Mr. Romano and Mr. Sauvage to chair the working groups.

A more detailed schedule for today can be seen from the distributed programme. Now I would just like to suggest that the aim of the discussions at the end of the day is to give the participants the opportunity to put questions in connection with the speeches, to supplement these speeches and to give the experts from national and international organizations participating in the Seminar an opportunity to put forward their opinions and initiate us in experiences that could be of use during the talks and in the working groups.

Original: Danish
Translation: BR

I N T R O D U C T O R Y P A P E R

M. Alberigo

Why a Seminar

Information, documentation. Many institutions - large, small, important, less important - address themselves to the problem at various levels with varying degrees of intensity and with diverse objectives.

It is above all important to recognize that the need to inform and to be informed is a need which is inherent in every action and which conditions every hope of success.

Why, therefore, a seminar on a subject which is so very common and so frequently discussed?

It is perhaps useful to stop and consider that which is obvious at a time when the Berlin Centre is turning its attention to this topical problem in an effort to arrive at viable solutions.

We are concerned with that which is obvious, since no effort undertaken in the field of investigation and research is conceivable which does not have recourse to an information system which is capable of transforming the results arrived at into usable form.

Information and research

It is the interrelationship between research and information which is obvious. Research work would remain a sterile effort void of useful output if some activity did not set in for the purpose of disseminating information, provoking response, and ensuring enlightenment. Involved is the task of rendering the often widely scattered and unorganized information useful to society, of harmonizing research efforts with the need to ensure the availability of data and information which is amenable to comparison for the purpose of arriving at a common approach to the problem.

Search for areas
of common approach

The problem which we feel should have priority is that of establishing an information policy for our Centre. We can then proceed to search for and identify technical solutions to the problem of processing information.

The Centre can endure only to the extent that it succeeds in adopting a language which for all Member States is both understandable and useful. The Centre is not sufficient unto itself, it pursues no self-aims. It can justify its existence only if it is able to respond to specific requirements and needs of the Member States in the field of vocational training. A seminar, therefore, which provides a platform for an exchange of opinions and experiences serving to move forward to an information policy in the field of vocational training.

Information and
education

Let us begin by assuming the validity of the hypothesis that to inform is also to educate, that the process is one and the same, that information is not exhausted in that it is communicated, but rather that it also has the function of expressing, supplementing, modifying instructive content. If we agree that this hypothesis is acceptable it becomes apparent that information and education are terms which encompass an interrelationship between two parties who possess the ability, the possibility, and the instruments needed to communicate. The process of informing is at the same time a process of growing awareness, a process of inviting another to come face to face with a certain reality.

This concept of information is broader than the conventional one of inform "who, why, how?" in that it identifies a new function of information and a new condition of realizableness.

It is possible to imagine a very sophisticated information system which permits two parties to communicate with each other at any time. However, the risk is great that the system will remain idle if no effort is undertaken before setting it up to convince potential users of its usefulness.

National and international institutes, government organizations, employers' and employees' organizations, universities, and a number of other frequently unknown institutions undertake to launch pilot projects and to promote research on problems awaiting solution.

The field of vocational training has suddenly turned into an experimental field attracting the interest also of those who have never considered vocational training to be, so to speak, a component of the socioeconomic process ongoing in a country. The correlation and the interlockings between training and the labour market, between training and reconversion processes, between training and education are gradually becoming evident. We are perhaps not far wrong in assuming that the current structural and cyclical crisis has played a decisive role in drawing vocational training into a higher dimension in which it acquires new social and economic functions.

If this is so, then it is also true that parallel to this a flow of information, in part unorganized and piecemeal, has set in. This flow of occasionally vague information, frequently channelled in one direction only, is often interrupted by social, political, and linguistic barriers. Very often a translation is so elite that it is beyond the comprehension of the users for whom it is intended.

Information and
its usability

An information system is justifiable only to the extent that there is conviction that it is usable, that it can deliver useful data and information. Who are the users, what useful information is provided, by what means is this information to be transferred?

This is the seminar which it is hoped will take on a concrete dimension and from which answers rooted in the reality of things are expected.

One reality is the Centre itself. Its structure, its limited technical means, the relevant dimensions of its assigned tasks, taken together these constitute a reality which must be drawn fully into account, if the criterion of concreteness is not to be disregarded.

Our aspirations and hopes must be held in check if we wish to make certain that they do not turn out to be immodest and unattainable.

It is in this direction that the Seminar will move, and it will provide us with a time for confrontation and a time for reflection.

Confrontation
with reality

Confrontation with reality implies above all verification of existing information on vocational training. Which and how many institutions and organizations produce and by which means distribute what type of information; reflection as to what extent such arduous efforts remain unknown, unaccepted, fruitless; reflection as to the quality of information being produced and on the lack of linkage with actual users of information.

This is a reality which, although widely recognized and often criticized, has not been sufficiently discussed, perhaps because too few specific interests are involved or because there is little desire to effect a change.

Answer

It is against the background of this confrontation that we must find an answer to the problem posed by a centre such as CEDEFOP in Berlin. It must hold the volume of information down to a practicable level instead of aspiring to that which cannot be realized and which would thus awaken expectations the non-fulfillment of which could hardly be explained away. An answer as to how the Centre can absolve its task of providing information, to whom it is to provide information, and who the users expecting information are. A concrete answer, in other words, perhaps more modest but consequently more down-to-earth.

Tripartite nature
of the Centre:
Participants

The legal constitution of the Centre, rooting in tripartite equilibrium, provided a logical reason for bringing together at this time representatives of employers, employees, and governments. It was also considered necessary to invite a number of national research institutes and leading international institutes as well as the directorates of the Commission concerned with social affairs, information, and education to send representatives.

Also present are the national correspondents of the Information Bulletin to be published by the Centre, this in view of the cardinal role which the bulletin could play within the framework of an information policy. Not present are specialists in the handling of information, since this technical aspect of the problem, although of major importance, is dependent on the answers which this Seminar will provide to the questions of selection and priority.

The participation of each and every one of you is of extreme value, and it is with your help that the Berlin Centre will seek to find its proper sphere of action for an information policy in the field of vocational training.

Original: Italian
Translation: E.J.

I N T R O D U C T O R Y P A P E R

N. Wollschläger

Why Inform, About What, How?

Reflections on Information and Documentation as a Task of the Centre

Involvement with various aspects of information and documentation is usually burdened by two problems which are more or less easily overcome.

The problem of definition

Subject matter such as information and documentation fall under those areas of activity in which all persons involved are experts. Practically everyone is confronted with problems of information day in, day out, be it at the workplace, at home with the family, or wherever. And against the background of their individual experiences, most people are able to express themselves more or less clearly on the information matter being communicated. The fact that the information itself is open to as many varying definitions as there are opinions is quite obvious. This complication is typical of everything that each one of us observes or experiences every day.

The question of definition is thus a matter of arbitrary decision. There is no point in dwelling at length on this problem, the important thing is to arrive at a minimum of terminological consensus.

In order to avoid becoming grounded in fruitless discussion, we should therefore bypass the problem of definition. The need to supply information is far greater than the need to talk about information. The information and documentation activities of the Centre should therefore be understood to consist of all measures which serve to reduce on the part of those involved the degree of uncertainty vis-à-vis problems of vocational training.

The problem of expectations

What do we understand an information system to be? The answer to this question involves more than just the problem of terminological clarification.

Practically without exception (newly founded) institutions consider one of their most important tasks to be that of developing and establishing a so-called information system. Often enough the conviction prevails that whatever is in principle technically possible can also be translated into actual practice; hence information systems are put down on paper which promise to satisfy at any time every demand for information. Exaggerated expectations are all too frequently overlaid with unrealizable objectives with the result that the impossibility of providing the service promised is programmed in from the very start.

Under these circumstances it is necessary to clearly distinguish between that which we know can actually be implemented and that which we consider possible. We should so use the term information system that it does not awaken any expectations which cannot be fulfilled, namely, as an offer of information on vocational training matters in the countries of the Community classified according to certain criteria.

The distinction drawn between short-, medium-, and long-term objectives is frequently used as a cover behind which to discuss objectives which are in point of fact unrealistic. The tasks of the Centre, however, are tantamount to the exigencies of today and tomorrow and not to those which may arise in the distant future.

A new product, regardless of whether it be the newest model out of the production line of an automobile concern or the manuscript of an author of travel novels, will as a rule make inroads on the market only if market demand already

exists or if efforts are successful to create and maintain such demand.

Certainly it is not on the basis of an exact analysis of the market situation that the decision to give information and documentation priority over all other activities of the Centre in the future has been taken. What is the nature of this market which deals in information on vocational training matters in the countries of the Community? What are the products? Who are the consumers?

At first glance this market seems to consist of an ever expanding, increasingly differentiated, overflowing offer of materials, studies, research reports, journals, and documents, products which are being produced in ever increasing number by numerous organizations and institutions. Probably there has never been such a stock of information material on vocational training matters in Europe on hand as there is today. It is practically impossible to gain an overview of this stock. Alone the great volume of legal documents and diverse legal regulations governing vocational training in the countries of the Community defies any attempt at summary description.

Why, therefore, the call for a new, an additional product?

Why are further institutions concerned with vocational training matters being established when the exact number of those already in existence cannot even be determined?

Why do we hear complaints about a presumed shortage of information material when the already existing stock is of such volume that we can gain no clear picture of it?

If, as a start, an intuitive, subjective approach is taken, it becomes possible to describe the situation on the market which deals in information on vocational training matters in the countries of the Community as follows:

- o Contact among the relevant institutions and organizations is limited to an exchange of information at only a few levels, whereby a common language is usually involved.
- o There is a surplus of information material on vocational training matters in Europe, material which has not been distributed to any measurable degree; in general experts tend to inform only other experts.
- o Scientific studies on matters pertaining to vocational training are becoming increasingly complex, differentiated, and voluminous; they are of increasingly questionable readability.
- o The relevant institutions and organizations tend to ignore existing possibilities of cooperation and coordination. This is probably due in the main to the unwieldiness of the processes of coordination.

Assuming that this description corresponds fairly well with the current situation on the market dealing in information on vocational training matters in the countries of the Community, we can proceed to define three functions of the Centre which enable it to discharge in a purposeful and demand-oriented (!) manner the tasks delegated to it by its founding regulation:

- o Informer function
- o Moderator function
- o Promoter function

Informer function

Whoever has already experienced difficulties in seeking to gain an overview at national level of the large stock of literature, expertises, studies and journals on vocational training matters and keep abreast with recent developments in this field will find it quite easy to imagine how tremendous the flood of information is which is fed by the tributary streams of the nine countries of the Community. We have a reservoir of knowledge of which very little has been disseminated as yet.

Without doubt research in the fields of social science and occupational pedagogy undertaken in connection with vocational training matters has made considerable progress. Experts exchange highly intellectual and ambitiously formulated studies, whereby it is now customary that such studies run to at least 1,000 pages. This is a very exclusive form of information, and the result is that documentation which has long since lost all meaning for those concerned with vocational training in actual practice is often no longer understood even by experts.

In order to keep the distance between producer and consumer at a minimum, it is necessary before launching any activity to come to an understanding regarding the consumer group(s) who are to benefit from the expected results and the form in which these results are to be transferred. This is not only a problem of linguistic transformation. It is also a call to trim down the objectives to that which is really possible and meaningful.

How clear and readable are the studies? To what extent is the product geared to the needs of consumers of information?

A large number of scientific studies on structural differences of vocational training systems in the countries of the Community are now at hand; most of them provide practically no basis for comparison and are furthermore difficult to wade through. Completely lacking are comparative descriptions couched in brief, easily remembered, usable form - admittedly at the cost of scientific niveau and absolute exactness - which enable the non-expert to understand where the differences in the various types of vocational training systems lie and what impact they have.

Many of these comparative studies are difficult to read for still another reason, namely, the ambitious aim of the party commissioning or the author to encompass in such comparisons as much of the entire spectrum of economic, social, political, legal, individual, and other factors as possible.

The publications which the Centre is to produce will be judged by whether they serve to swell the stock of scientific libraries or to facilitate concrete application of the transmitted information in actual practice.

The informer function therefore involves the screening and acquisition of selected source materials containing data, facts, and opinions relating to vocational training; evaluation, linguistic transformation and demand-oriented processing of the data, facts, and opinions; and rapid distribution on a broad scale.

Moderator function

How close is cooperation among the many institutions and organizations which concern themselves with vocational training matters in the Community? What methods of coordinating the individual measures have already been applied? Or are ministries, labour administrations, employers' organi-

zations, employees' organizations, research institutes, and vocational training to a large extent isolated from one another?

To the extent that the (admittedly plausible) assumption that cooperation and coordination (if such exists) is restricted to institutions and organizations having a common language or to organizations with an explicitly international aim is valid, the Centre has a special function to discharge.

Hendrikus Vredeling, Vice President of the Commission of the European Communities, described this function on the occasion of the dedication of the new building of the Centre as follows: "(The Centre) should provide both public and private bodies responsible for vocational training in the individual countries with a concrete working framework within which they can engage in a mutual exchange of experience, bring to light ways and means of moving towards a solution of their problems, and identify points of reference which will help them in their search for new avenues of approach."

In order to accomplish this it is first necessary to raise the level of knowledge which the institutions and organizations have of one another. The development and publication of a "Who's Who" on vocational training in the Community, to mention only one example, appears to be a concrete working goal which is as urgent as it is meaningful.

We therefore understand the moderator function to be the function of initiating, activating, and mediating work contacts, cooperation possibilities, and coordination possibilities among all parties participating in vocational training.

In this way the Centre could channel information needs and contribute via a programme of regular joint meetings, workshops, and conferences to the identification and clarification of the various approaches.

Cooperation by decree seldom leads to the desired result. The participating parties must themselves be so motivated as to desire to compare one another's objectives and where indicated work towards their harmonization.

Promoter function

Measured against the total potential of competence available within the Community, the possibility open to the Centre of producing its own studies will be extremely limited.

On the other hand, the fact that the Centre is integrated into the European Community will enable it to initiate and promote supranational projects and pilot programmes in the field of vocational training.

For this purpose it will be necessary to document in particular the various approaches to vocational training in actual practice in order to transmit this information to those spheres in which it can have an innovative effect and find application.

Certainly in all the countries of the Community it is possible to find practical examples of how training institutions are seeking by means of special measures to ensure a greater supply of training places or workplaces for young people. However, information concerning such efforts is very limited, except in the case of spectacular model projects which are usually promoted by public authorities, and even such information seldom spreads beyond national borders. An exemplary compilation and documentation of such activities could encourage other training institutions to initiate similar measures. The participation of the Centre in such activities, even if only in the form of disseminating rele-

vant information, could contribute to the promotion within the Community of cooperation at the practical level of vocational training.

We therefore understand the promoter function to be the function of promoting supranational activities, projects, and pilot programmes in the field of vocational training.

The three functions defined above would enable the Centre to discharge its information tasks in such manner that the criteria of orientation to demand and purposefulness are met. These functions are themselves oriented for the present to an anticipated demand. This Seminar should be helpful in arriving at a more exact estimate of this demand and in implementing proposals regarding the design of the future "line of products" of the Centre.

Original: German
Translation: EJ

I N T R O D U C T O R Y P A P E R

D. Marioli

The fact that the Berlin Centre is a European institution imbues it with a characteristic which distinguishes it qualitatively from other national and international organizations concerned with the same problems.

The exchange of experience among various countries is always useful and can be undertaken, admittedly at great cost and with considerable difficulty, by national institutions as well. However, the exchange of experience and information within a sphere in which the harmonization of economic policy is directed towards higher objectives, that is to say, objectives which would serve to ensure greater integration, is of intrinsic value of another sort.

In the light of these considerations, the task of compiling information and documentation, one falling to all institutions engaged in study and research, has nothing whatsoever to do with routine.

At the same time it would be unrealistic to conceive grandiose plans which did not take into account the personnel and financial resources at the disposal of the Centre and which would therefore become hamstrung from the very start.

It is my conviction that we must give depth precedence over breadth as a criterion of selection.

Vocational training as understood to be indissolubly intermeshed with the problem complex of unemployment involves a number of aspects such as educational systems, existing

structures, cultural backgrounds, nature of the economic system, and functions of the placement offices, among others.

Although I have limited myself to mentioning only a few aspects, I do believe that the establishment of a system of information and documentation in a field as broad as this is a task too large for the Berlin Centre, particularly as the systematic interrelationships between vocational training and economic development also fall under consideration.

The great interest with which we, as representatives of the employees' trade union organizations, are following the growth of the Centre and the efforts we are making to contribute to this growth are evidence of the concern we have for the problem at hand. It is nevertheless important to bear in mind that even though vocational training may be designated as an instrument suited to eliminate certain disequilibria between the supply of and the demand for jobs, it is beyond reason to assume that the structural solution of employment problems consists in improving the standard of training.

There are two reasons for this:

1. The first reason is the most obvious. No training, however sophisticated, can replace the creation of new jobs.
2. The second reason has its roots in the perspectives of the action programme of the employees' trade union organizations in Europe. The current demand for training, that is to say, the way in which this demand reflects labour market demand, corresponds to the actual require-

ments of work organization. That which modifies the nature of this demand is not only the technological evolution but also the work processes, the organization of work within the enterprise.

Consequently it would be impossible, at least during the first phase, to study all the aspects and all their inter-connections. On the other hand, we will certainly not be satisfied with simply collecting data on the structures of vocational training in the various Member States and on modern didactic methods. However useful this work may be, we must nevertheless address ourselves to at least one other problem as well, namely, how do we determine the training activities, on the basis of what criteria are these activities geared to one specialization instead of another; in short, what is the nature of the effort made to bear in mind evolutionary factors in order not to water the role of vocational training down to a purely static one?

Identification of the training needs, structures and their characteristics, and didactic methods constitute three main axes around which to develop the Centre's information and documentation system.

In order to render functionable a system of such complexity, involving as it does by virtue of its European nature a great deal of translation work which in turn inevitably leads to delay, the tremendously important task of selecting sources must be undertaken with great care and acumen.

This is what I would call the problem of input. I believe, however, that the structure of the Centre's Management Board is such that the problem is somewhat eased. The close contact with the services of the Commission makes it possible to collect useful material which is both topical and pre-

selected and at the same time avoid duplication of work. The presence on the Management Board of government representatives ensures direct knowledge of the complex framework in each Member State within which vocational training operates.

The contribution of labour and management with their diverging approaches represents, if I may be permitted to add, a guarantee of concreteness and of roots implanted in the reality of today and tomorrow vis-à-vis a subject matter concerning which a great deal, indeed an excessive amount of philosophizing is engaged in in order to escape the task of dealing with the most immediate problems.

On a number of occasions we have had the suggestion raised of working with national correspondents such as specialized institutes or experts. We realize that this could greatly facilitate the work of preselection and collection, but I do consider it absolutely essential that the principle of having the labour and management participate in this meticulous and difficult work be observed in every case.

The documentation collected along the axes mentioned cannot be disseminated sic et simpliciter without causing misunderstandings and confusion. I am of the opinion that it must first be processed, an extremely delicate task falling to the Centre, and then enriched by that basic information which is prerequisite to the proper understanding of certain phenomena. This would not only lead to fuller comprehension but would also make it possible to determine under which conditions and within which systems experiments can be carried on. Conversely, the desire to introduce innovations harbours the great danger of failure.

Finally, a few remarks concerning output, the way in which the material collected and the documentation prepared can be optimally disseminated.

I shall not comment here on the main subject matter of this discussion, namely, the work which must be done in order to enable potential users to acquire sufficient knowledge of the activity of the Centre.

This would comprise

- general publications on the structure and objectives of the Centre,
- publications relating to the Centre's programmes,
- contacts,
- information for the press.

Involved is not freshness of aspect, but rather a fine feeling for appropriate content, since it is necessary to stamp the Centre with its image and also create that demand which the Centre is in a position to satisfy.

I now wish to concentrate on the Bulletin, as the objectives of this meeting require. First of all, the name chosen is not a very happy one, at least not in all the languages of the Community. Changing the trademark of a well known product is always problematical, and the Bulletin, thanks to the work done by the competent services of the Commission, is well known and valued.

Nevertheless, the fact that the Centre has now been charged with responsibility for the Bulletin could be underlined by changing the name and the design. Personally, I would prefer a name such as "Vocational Training in Europe", or something similar. In point of fact it is not a bulletin but rather something in the nature of a journal. Certainly every issue should contain a column, and a short section devoted

to general information on the activities of the Centre, its ongoing programmes, and its projects.

The main part of each issue should consist of two sections, the first devoted to the debate on vocational training problems, considerations of the governments of labour and management, and articles by experts and the second devoted to knowledgeable articles on new experiments or on the results of past experiments.

Such a division would comply with the criterion that there be space for the debate, the free expression of controversial standpoints, and provocative proposals. This would ensure the involvement of both the general public and the organizations. I must say in all frankness that this would also be an effective way of inducing the organizations to engage themselves to a greater extent and to take a definite stand.

The second section would serve to swell the volume of the Centre's documentation, identify interesting future areas of research, and also provide contributions to the debate.

With these three sections the journal would completely serve its purpose, it would provide an overview of innovative experiments conducted in the nine Member States, the debate in depth now ongoing, and the activities of the Centre.

But whoever has had experience with publications of this type will know that however attractive and sophisticated they may be (and we cannot say this of the bulletin we now have) they are not intended for preservation.

For the purposes of genuine research, dissemination of basic documentation, and inclusion of monographs of considerable length there is always need for a particular type of publi-

cation whose dimensions differ from those of the Bulletin.

And now for the question as to which reader groups should receive the Bulletin. I would like to reconfirm that for our part we are anxious to work together with as individualized a readership as possible and that as employees' trade union organizations we are ready to undertake practical steps to ensure that our members become better informed on this useful instrument. I will limit myself to mentioning

- the institutions carrying responsibility for vocational training,
- the competent departments of the various governments and the appropriate organizations,
- labour and management (leaving it to each country to decide what organizational levels should be approached),
- university departments of science, economics, and sociology, whose libraries are used by students who tomorrow will carry responsibility in the world of industry and administration. Certainly they will not find much encouragement in reading the results of research on youth unemployment, but knowledge of the deepest causes of certain phenomena can awaken a desire to help eliminate these causes in a just way rather than by means of violent protests.

Finally, one special category of extreme importance is certainly the trainers of trainers, that group of persons who would have the responsibility of stimulating new ideas, propagating new methods, and helping vocational training teachers to appreciate to a greater extent the importance of their task.

Original: Italian
Translation: E.J.

I N T R O D U C T O R Y P A P E R

C. Blondel

Vocational Training Information Needs

Information is an indispensable instrument in all countries for ensuring the development of vocational training.

Considerable needs exist in this field both in order to respond to inquiries of the authorities responsible for planning and implementing training policies as well as in order to supply potential users with precise information on the training possibilities available to them.

Although needs are very numerous and quite varied, one preliminary remark should nevertheless be made: the information should be the same for all users. There is not a specific need for employer organizations, another specific need for unions, and still another specific information need for governments. All require the same information, and above all they need information which is exact, verified, and capable of being controlled by all users at all times. For this reason a tripartite administration of information systems is particularly to be desired.

CEDEFOP can play an important role in the field of information. It can both organize information exchanges between Member States and stimulate the implementation of policies of information on vocational training.

I. Information needs in the field of vocational training

Important needs must be satisfied, whether of the authorities in charge of managing vocational training systems or of the various users. The importance of these information needs requires special organizational modalities.

A. Information needs in managing vocational training systems

The authorities responsible for vocational training policies at all levels, whether they belong to employer or unionist organizations or represent the government, have need of constant information to guide their actions. In order to manage training systems it is necessary to be acquainted with:

- the realities of vocational training: personnel concerned according to categories and qualifications; the structure of the training offered (capacities of various public and private training organizations); contents of training and didactic methods employed; the financing provided by firms, government, local organizations or large social organizations;
- the effects of vocational training: the results in terms of qualifications and cultural levels; the results in terms of employment, especially with reference to the mobility of workers (internal mobility within a firm and external mobility) as well as trends in vocational advancement; the results with respect to the economic and social functioning of enterprises (utilization of training plans for long-term personnel management, mode of operation of the personnel representation within a firm);
- the economic and social facts: expectations of those leaving the system of initial training; situation of the labour market and employment prospects; level of economic activity and perspectives of economic development.

All this data should be collected with the aim of constructing actual guides for vocational training policies.

B. Information needs of the users

Major information efforts are required to cover the development of training measures and meet the training demands of various sectors of the population. No matter whether we are speaking of young people and their families, workers already holding jobs, those seeking employment, or even special sectors of the population such as women or migrant workers, two types of information must be developed:

- legal information on the institutional and statutory framework: it is essential to inform employers of their obligations in the field of vocational training; employees of their rights, notably their right to educational leave of absence; and the various sectors of the population of financial assistance from which they may benefit;
- practical information on training offered: potential users of vocational training have constant need of very precise information on the training possibilities available: existing training facilities, entrance requirements, contents taught, methods employed, diplomas or certificates granted, and, finally, financial modalities.

This practical information must be accompanied by counselling and guidance. Experience has shown that an information system founded exclusively on documentary instruments (annuals, bulletins, etc.) is inadequate, whether we are speaking of information for young people or for adults. It is absolutely essential to provide personal information, transmitted by sources of information maintaining close contacts with the users.

C. Organization of information systems

The multitude of needs which must be satisfied, the huge variety of problems, and the multiplicity of means require special modalities for the organization of information systems in the field of vocational training. This pertains both to the processing of information and to its circulation.

1. Processing of information

In order to make information usable, important collecting and processing work must be carried out. It is, in effect, necessary to collect very diverse and scattered elements of information. Three conditions are essential for this task:

- a certain unity and homogeneity in the collection and processing of information, or at the very least coordination of the various information centres;
- diversification of the sources of information: it is essential that information concerning progress and results of vocational training systems be drawn from different sources: observations of employer organizations and unions, government reports and studies, observations of parliamentary organizations, qualitative and quantitative studies undertaken by public or private research centres, planning work, etc.
- control of the quality of information: in this respect a tripartite administration of information systems is a great advantage.

2. Circulation of information

In order to be efficient, circulation of information must be effected in a decentralized and pluralist fashion. In effect, the final users of information (employees, job-seekers, etc.) have need of information which is easily accessible and which can assist them in solving their training problems as well as other problems which confront them (employment problems, family problems, etc.).

In addition, in order to be effective, information should be transmitted by communicators who are naturally gifted and who are as close as possible to the users geographically, socially and psychologically. Preferred sources of information will thus be business representatives, union representatives, local agents of public employment and training services, etc.

In order to ensure that these source persons fulfil their task, it is necessary to put an information system at their disposal.

Effective circulation of legal and practical information thus requires relays which will transmit information processed by specialized organizations to the sources of information. This information network is, by definition, pluralist. Public authorities cannot monopolize the entire circulation of information. It is obvious that employer organizations, unions, local organizations, and social organizations should play a decisive role in the circulation of information.

One final remark should be made: in the field of vocational training it is not sufficient to simply ensure good technical organization of the information system with respect to both processing and circulation of data. In general, significant difficulties will remain, and it will be necessary to make an effort to sensitize the entire population to the usefulness and effectiveness of training. This sensitizing and motivation of different sectors of the population is more than simply the act of informing them. It can be carried out by the various authorities responsible for vocational training, especially with the assistance of the mass communication media. In this connection it would be very useful for CEDEFOP to analyze the different methods of sensitization employed by the Member States and in general collect and make available data on the public attitude towards training.

II. The role of the European Centre for the Development of Vocational Training in the field of information

The following remarks and suggestions will not attempt to define the role of the European Centre in the field of information. They are merely intended as a contribution to the ideas which will be discussed within the framework of this Seminar. The directors of the Centre and its Management Board are obviously directly responsible for the actual definition of the Centre's policy in the field of information.

Two groups of suggestions can be made concerning exchange of information between Member States on the one hand and, on the other hand, the general development of information on vocational training.

A. Exchange of information between Member States

The authorities in the countries of the Community are in need of reciprocal information concerning vocational training. This information is essential in each country for the better implementation of national policies.

- In the first place, the Centre could ensure systematic exchange of information on the major characteristics of the national systems for vocational training.
- In addition to this general information, the Centre could provide more precise information on specific training policies adopted in the nine countries, especially on actions undertaken to aid unemployed young people, women, and migrant workers. On each of these topics it would be useful to prepare a descriptive report on the policies followed by each Member State, taking into account the institutional framework, the socio-economic facts, and the results. Building on this preliminary information, it would be very advantageous to establish permanent

observation centres which would provide up-to-date information on the realization and results of the various measures.

The work of these permanent observation centres would be of great use if they could facilitate comparisons between the measures implemented in the various countries of the Community which correspond to their respective preoccupations.

- In order to round off the Centre's documentation on general systems and specific policies, it would be desirable to organize working seminars and study projects at regular intervals. In effect, in order to promote reciprocal information between Member States it does not appear sufficient to establish and circulate written documentation. Meetings between national authorities responsible for vocational training at various levels could be systematically organized in order to enrich the information of the Centre and allow direct comparison of national experiences.
- Finally, the Centre could usefully collect and circulate information on various studies and research projects on vocational training undertaken in the Member States.

The Centre could facilitate national research planning:

- by drawing up a list of work in progress on priority themes;
- by regularly publicizing the progress of these research projects;
- by organizing meetings of scholars from various national study centres.

B. Development of information on vocational training

On the basis of all these factors collected by the Centre to promote informational exchanges between Member States, it appears that CEDEFOP could play a progressively more important role in the development of information on vocational training within the framework of the European Communities. In this connection it could:

- describe and evaluate various informational measures undertaken for the benefit either of the entire population or of specific sectors of the population;
- analyze and evaluate the degree of public receptiveness towards training in the various countries;
- finally, an analysis of information systems and national experiences would enable the Centre to elucidate a methodology of information on vocational training. This task, which could be based on seminars, would assist national authorities in the promotion of information.

On the basis of these various projects, CEDEFOP could become the principal source of information on vocational training in Europe. Considering this goal, it would be advisable to develop the Centre's publications by enlarging their circulation in order to reach a more and more extensive public. It would be worthwhile contemplating a future policy of diversification of publications to provide, on the one hand, specialized information for those responsible for vocational training and, on the other hand, general information on problems of vocational training in Europe aimed at a much wider public of political, economic, and social authorities.

These objectives may appear to be too ambitious. They would, however, be attainable if CEDEFOP were to benefit from the cooperation of the various national information centres in the countries of the Community.

The preceding remarks aimed solely at contributing to the definition of CEDEFOP's tasks in the field of information and documentation, a field which the Management Board has accorded absolute priority for 1977. Development of the Centre's activities, whether in the sphere of reciprocal exchange of information or aiming at improvement of information systems, appears to be one of the best means of informing the authorities of the European Community of facts which will help them to define and implement a common policy of vocational training.

Original: French
Translation: E.H.W.

I N T R O D U C T O R Y P A P E R

D. de Norre

A. Introduction

1. The scope of the problem

With reference to Article 2 of Statute No 337/75 of the Council of 10 February 1975, there can be no question of the fact that information and documentation constitute one of the essential tasks of the Centre.

This competence is in keeping with the general function of the institution which is to "contribute at Community level to the promotion and development of vocational training and continuous training". Considering that the Centre must fulfil this function without interfering in any way in the actual politics of the Member States, it is natural that it undertakes promotional actions in less politically sensitive areas such as research and especially information, in accordance with Article 2, para. 2 of the Constitutive Statute.

This is certainly an essential task, but it is also a task with major repercussions, since pursuance of the goals assigned to the Commission by the Council, namely the implementation of a common policy of vocational training including the harmonization of standards of training, of necessity goes beyond information and selective documentation on provisions existing in the various countries of the Community. In addition, the introductory document (points for reflection) which has been circulated emphasizes the fact that such information and documentation are also "the prerequisite for the realization of the Centre's short-term working programme, particularly studies on youth, women and migrant workers."

Under these circumstances it is not surprising that the directors of the Centre are preoccupied with this question and have accorded it priority. We wish to thank them for their willingness to let us participate in their thoughts by means of this Seminar. In the course of these three days we shall endeavour not to disappoint them and shall cooperate freely with them in searching for operational solutions and concrete points of orientation.

2. The complexity
of the problem

We must not deceive ourselves: the problem is complex, and the approach to it is strewn with obstacles.

Very briefly and by way of example, one difficulty is evident: the number of facts which must be mastered is enormous. In each of the Member States vocational training and continuous training are developing within a huge diversity of systems and structures. The latter are based on political options and concepts which often differ widely from one country to the next and which reflect the needs and possibilities of the respective country.

This statement gives rise to a preliminary series of questions which is far from being exhaustive: What coverage does the Centre intend to provide? Should the input be selective or not? What role should the Centre play between input and output? Should it simply guarantee the relay of information at the risk of overwhelming the receiver or should it process the information and circulate only a detailed synthesis?

The same train of thought leads to a second difficulty. Particularly nowadays data on the subject in question is in the process of profound change. As a matter of fact, in almost all industrialized countries traditional educational systems are currently being called into question.

The gap has been progressively increasing between the goals and methods of these systems and the changing social, economic, and technological contexts in which they are embedded. Numerous studies have been undertaken, at national and international level, to clarify this phenomenon with the aim of better adapting educational and vocational policies to this evolution. The current crisis has simply accelerated this process by itself revealing a certain number of discrepancies.

In consideration of the fact that it is essential to constantly keep all information and documentation up-to-date since it would otherwise lose most of its interest, the question of the capacity of the Centre arises. The question is of primary importance since this capacity is necessarily dependent on the means which the Centre has at its disposal.

The difficulties to be surmounted are numerous in the implementation of a system or relay for the collection and circulation of information, particularly since it will often be essential under the circumstances to build on the basis of relatively scattered and disparate situations.

B. Proposals for general points of orientation

Although the problem is complex, it can nevertheless be solved. I do not wish to appear too pessimistic, although in my opinion these three days will definitely be necessary to work out a group of suggestions which are common, coherent, and concrete.

At this stage my contribution will be modest. I shall limit myself to suggesting a certain number of general points of orientation which appear to me to be useful for the discussion.

In the first place, I wish to offer some thoughts on the principles on which, in my opinion, it is absolutely essential to reach agreement before elaborating on the project.

In the second place, I shall attempt to outline a few proposals concerning the type of information to be collected and circulated.

Finally, I shall mention the problem of the channels for the circulation of information, in other words the communication network.

1. Basic principles

As I have already indicated, it appears to me essential to formulate certain basic principles and to refer back to these while working out the general concept of the project.

a) Avoid duplication

This point would appear to be self-evident, but I believe that it is necessary to emphasize it. Both at the European and at the international level there exist a number of organizations which, with varying results, are occupied with projects analogous to that which we are planning. I shall remind you of the most important of these:

- the International Centre for Advanced Vocational and Technical Training of the International Labour Office (I.L.O.) in Turin is in the process of establishing a data bank concentrating on programmes and courses for vocational and technical training;
- the Council of Europe has set up an automatized thesaurus for educational problems of all sorts which is currently edited in English and French;
- the Research Centre of the Organization for Economic Cooperation and Development (O.E.C.D.) collects data related to research projects in the field of education;

- the International Education Office of UNESCO also maintains an extensive documentation service in this field.

Considering the fact that this type of project is usually extremely costly and requires a great deal of energy, it would certainly be ill-advised to launch any system without making sure in advance that the planned project has not already been realized elsewhere. Under these circumstances it would be desirable - and I am convinced that the directors of the Centre have already foreseen this wish - to establish an inventory of existing experiences, and to contact the organizers of existing projects with a view to comparing programmes and available means and ensuring permanent coordination in the future of the actions undertaken.

b) Select areas of investigation

Taking into account the current means of the Centre, it seems to me unrealistic and futile to expect it to cover all aspects of vocational training. Such an undertaking would without doubt be doomed to stagnation and failure. On the other hand, a project concentrating on a certain number of predetermined sectors would surely allow the Centre to make best use of its capacities. The choice of sectors or areas of investigation should be made on the basis of pre-established criteria which take into account the interests expressed, the priorities determined at Community level, the means available, and the fact that this project should serve as complement to other initiatives.

c) Proceed to the processing of information

Without going into details, I wish to remind you that we can distinguish between primary and secondary information in documentation. Primary information is unprocessed information, just as it has been collected. Secondary information is information which has gone through specific processing.

The advantages of the latter are so obvious that it is almost superfluous to suggest a choice. I must nevertheless emphasize that in my opinion the Centre must necessarily produce its information and documentation in the form of syntheses. These syntheses should be worked out in a schematic manner on the basis of a model which makes comparisons between different countries possible.

d) Assure rapid collection and circulation of information

As I have already noted, data concerning vocational training is particularly subject to change. It is the task of the Centre to collect this data quickly, ensure its continual updating, and circulate it as rapidly as possible, while it is still 'hot' so to speak, to those who are likely to be interested in it.

2. The nature of the information

One fact is evident to begin with: due to its limited capacity, the Centre can definitely not cover all aspects of vocational training. Even if it were capable of doing so, it must be admitted that the results of such a project would be unsatisfactory when compared to the means necessary for its realization. We should remind ourselves that many of the most elaborate and ambitious systems in operation are not used to full capacity.

The Centre must thus select certain fields for investigation. As I have already mentioned above, this choice should be based on certain pre-established criteria. In my opinion, priority should be accorded to the following four: the criterion of means, the criterion of complementarity, the criterion of priorities, and the criterion of interest.

a) The criterion of means

I shall not dwell upon this aspect of the question since it falls within the competence of the Management Board and the directors of the Centre. I am sure that they will give us more information on this subject in the course of the discussion.

- b) The criterion of complementarity In my opinion this means concretely - I have already mentioned this above - that the Centre should undertake only initiatives which are complementary to those already taken by other institutions. In other words we should not duplicate what has already been done elsewhere.
- c) The criterion of priorities It would seem reasonable - after all, this option has been recommended by the Management Board of the Centre - that the Centre's projects should correspond to the priority areas of its programme, namely young people, women, and migrant workers.
- d) The criterion of interest Finally, it would also be advisable to concentrate the activities of the Centre in those areas which are of major importance to the Member States. When, as is currently the case, these areas correspond to Community priorities, the application of these two last criteria is considerably simplified. Nevertheless, it will be advisable to define their scope more precisely.

Let us say straight off that a project for gathering descriptive information on the educational training systems in various countries would be of only very limited interest. Not only would the realization of this sort of project take a very long time, but the market is also currently saturated, or at least sufficiently supplied. I shall simply remind you of the latest project of this kind which was carried out by the European Institute for Vocational Training entitled "Training Systems in Europe".

This means, to return to the priorities of the Community and the preoccupations of the Member States, that the following points of orientation could lead to areas of examination:

- With respect to young people: research projects and measures undertaken by the Member States with a view to promoting a more harmonious integration of young people into working life, particularly measures aiming at assuring smoother transition between school and firms, as for example in Belgium in-firm training and the reform of apprenticeship in salaried occupations;
- With respect to women: arrangements which aim at enlisting young women in training for vocations which have traditionally been reserved for men as well as measures allowing for the reintegration or redeployment of women who have interrupted their professional careers to bring up their child/children;
- With respect to migrant workers: the training systems (contents and methods) available to them in the host countries as well as the systems available there for the education of their children.

Of course information and documentation of the Centre in these various fields should include an evaluation which is as precise as possible of the results obtained by the measures documented.

Finally, in addition to these major concerns, the Centre could also document on the one hand, methods of cooperation between educational authorities and economic and social powers, and on the other hand, the evolution of continued training in the various countries.

3. Channels of information

In one of his recent articles entitled "Policy of documentary information", Jacques Halkin, the Belgian specialist on techniques for the communication of information, makes the following observation: "A single intelligent thinker, patiently listing the addresses of qualified

specialists who harmonize with him, can create for himself an informational tool of greater value than that with which large documentary centres can provide him". He adds that "one of the essential assets of private enterprise is precisely this network of connections and friends who constitute sensitive antennae to the outside world and who are always up-to-date".

This observation seems to me to be so relevant that I am tempted to give it the force of a general principle to which we should constantly refer in this matter.

I shall limit myself to the following single proposal, because it seems to me that especially in this matter the debate will play a determining role. Concretely, I would advise employment of the specialists belonging to the various delegations to the Management Board of the Centre in organizing the collection and circulation of information. As privileged intermediaries between the Centre and the institutions they represent, these specialists provide an important advantage in that they can maintain, through individual intervention, a direct, permanent, and personal dialogue between their mandators and the directors of the Centre in Berlin.

According to these ideas, the Advisory Committee on Vocational Training could play an additional role and, obviously, the Information Bulletin of the Centre should become an instrument of primary importance.

C. Conclusion

My report has not attempted to exhaust all aspects of the problem. It was limited to a very summary proposal of a number of ideas relevant to the subject. These are the fruits of preliminary thoughts. If they are not sufficiently detailed, this is due to the shortness of time available for the preparation of this paper.

In any case it will be the function of the discussion to further clarify the subject. I hope that my contribution on the topic has been of some use.

Original: French
Translation: E.H.W.

REPORTS OF THE
WORKING GROUPS

Seminar: "Information and Documentation"

Report of Working Group 1

The following participants have contributed
to Working Group 1:

Mr. G. Sauvage	(Chairman)
Mr. D. Guerra	(Assistant)
Mr. F. Castin	
Mrs. N. Ebel	
Mr. N. Feltgen	
Mr. A. Hardt	
Mr. Lanthier	
Mr. C. Le Roux	
Mrs. Meylan	
Mr. G. Porcasi	
Mr. R. Prado	
Mr. A. Valentini	

Seminar: "Information and Documentation"

Report of Working Group 1

There are many institutions and organizations which provide information on vocational training at either national, European, or international level.

Various sources immediately available can be utilized to identify and record these institutions and organizations. BIT has appropriate lists which can be compared with those compiled by Community organs, employers' organizations, and employees' organizations, particularly as regards the occupational sector.

A distinction can be made between international institutions such as BIT, OECD, the Council of Europe, UNESCO, and international bodies at sectoral level on the one hand and specialized institutions such as CIME and CEPFAR on the other hand. Not to be overlooked, of course, are the Studies of the EC Commission.

An attempt to rapidly analyze the situation at national level would be of little use without first having defined the criteria of institution classification. One such criterion could, for example, be the type of information and documentation producer:

- governments;
- organizations of employers, employees, and self-employed groups;

- sociocultural associations;
- public and private institutions (active in research, training, vocational guidance, etc.);
- statistical sources.

In connection with these institutions and organizations the Group stressed that CEDEFOP should be above all a platform for encounter and observation, primarily as regards experiences to date and new needs arising. The main task is to promote innovation in the field of vocational training by means of a scientific evaluation of experiments and pilot projects. The quality of information is more important than the quantity.

As to channels of information, two concepts in particular were studied which could facilitate in-depth study.

The first concept (presented by Mr. Hardt) envisages an arrangement of cooperation between European authorities and the various Member States for the purpose of implementing precisely delimited measures.

The second concept involves the setting up in each country of an observation network in order to monitor the development of qualifications, employment, and vocational training. Both concepts would lead to greater diversification of information and documentation and to better utilization of skills in the task of improving existing structures at Community level. The first concept constitutes a constructive proposal for establishing a working relationship between CEDEFOP and the Member

States and also specialized sectors, bearing in mind that all this calls for a strong will to work on a continuous basis.

With regard to media in the field of vocational training information, it is obviously senseless to look for media priorities without first having identified the target groups and the information content required.

In view of the importance of investments required to improve vocational training and vocational guidance and bearing in mind the unsatisfactory results which can be expected if investment is direct, the Group felt that the problem of marketing pilot projects and research should be one of the major tasks of the Centre.

In the interest of increasing European awareness, contacts with and visits to ongoing projects, exchanges of views and experience between policy makers and trainers, and the development of initiatives fostering the active participation of lower echelons in these inter-European contacts appear to meet an essential need which is not being covered by traditional media.

Recipients of information via various media should be differentiated. Among them we may distinguish

- those who are in charge of the training of trainers working in vocational training centres or centres of accelerated training;

- those who manage innovative projects at national level;
- those who launch research studies on the basis of these projects;
- those who are responsible for educational counselling and vocational guidance;
- those who have the task of integrating the results of these projects and research studies at various levels of decision (governments, authorities, representative organizations of employers and employees, professional associations, etc.).

It must be borne in mind that even when an information system is very elaborate, the results which one can rightly expect will depend primarily on the level of training and motivation of its users. This, in turn, calls for the implementation of appropriate strategies and training methods.

In other words, it does not suffice to simply disseminate a large volume of diversified information without taking into account the actual effects which such information is likely to produce.

In addition to locating available information and documentation, the task of locating unpublished documentation dealing with precise problems and specific unexpressed needs, documentation which could be extremely useful, must be taken in hand.

Among the main tasks of the Centre two can be singled out which are not antinomies.

The first is to disseminate all innovations in the field of vocational training which are geared to new needs resulting from the rapid evolution of work organization and economic structures. It appears advisable to limit these efforts at the beginning to those sectors in which these needs are most strongly felt at Member State level.

The second is to make known all studies which identify those factors of structural evolution and factors of working world evolution at long term so that vocational training policies can be formulated which are in harmony with the evolution of both qualifications and vocational training pilot projects and can therefore be implemented in support of this evolution.

The Centre should contribute to the improvement of methodology and didactics in the field of vocational training.

Another task of the Centre is to constantly remind all parties participating in the common effort to take into account at all times the needs of vocational training recipients.

The Group felt that it was advisable to deal with the matter of the Bulletin within the complex of information and documentation which had been discussed in the seminar.

The readers of the Bulletin must be those to whom CEDEFOP addresses itself, namely, vocational training professionals, it being understood that certain other groups may be served as well. The diversified network of national correspondents envisaged for the Centre should participate in the task of gathering information and statements of opinion needed for the Bulletin and other publications of the Centre. All these publications should be open to all competent persons wishing to express their opinion. The Group felt that the Bulletin should of course be a priority publication of the Centre but also one of a group of Centre publications responding to various needs.

The Bulletin should provide timely information on important events occurring at Community level and in the various Member States in the field of vocational training: draft laws, parity agreements, new governmental or Community programmes, etc.

The Group furthermore agreed that the Bulletin should not become exclusively a Centre bulletin but should remain a Community bulletin; only those fields of interest and the activities of the Centre should be reported on which relate directly to problems existing at Community level.

Since a process of evolution, of changes, is involved, a prudent approach is recommended, not just change for

the sake of change.

The Bulletin already exists. It already has a readership. Care must be taken not to discourage or annoy these readers by changing everything, above all the title and the general layout. The form of presentation must be dignified as is expected of a Community publication.

The Bulletin could continue to consist of four sections:

- a forum for the free expression of varying opinions;
- a column dealing with important problems related to one of the priority areas of the Centre's working programme and covering various aspects in the Member States;
- diversified information and above all abstracts of important documents or of research studies of the Centre which subscribers might wish to consult in connection with certain pilot projects;
- a small bibliography restricted to the most important recent publications.

The publication of special issues such as the supplements for member states could be continued, with the geographical criterion being replaced by the sectoral criterion.

Original: French
Translation: EJ

Seminar: "Information and Documentation"

Report of Working Group 2

The following participants have contributed
to Working Group 2:

Mr. V. Romano (Chairman)
Mr. M. Blachère (Assistant)
Mr. J. Adams
Mr. N. Heitkamp
Mr. D. MacGowen
Mr. D. Marioli
Mr. Martin
Mr. E. Muller
Mrs. A.G. Østerbye
Mr. B. Pasquier
Mr. Petry
Mr. I. Robert
Mr. F.E. Sharples
Mr. R. Smith
Mr. K. Spangenberg

Seminar: "Information and Documentation"

Report of Working Group 2

First of all as Chairman of Group 2 I would very much like to thank all members of the Group for their work of the past two days. I hope that their work will find concrete expression in the next few weeks and in the future.

This Group has not closely followed the framework prepared by the Centre but we have nevertheless tried by way of free discussion to reach the same target as the other groups. We addressed ourselves to all the points indicated by those who prepared this Seminar and tried to elucidate a general system for the collection and dissemination of information, a task which presupposes a great deal of close collaboration between CEDEFOP and those European and national partners able to assist it in its mission.

Firstly I should like to present the general framework of this report. We have tried to follow a systematic approach and to include all the proposals tabled by the members of the Group.

We first considered the general principles and orientation which could underlie the information policy of the Centre as an instrument of the European Community. We then considered

- the market (identification of the users),
- the contents,
- the instruments (in general terms, including services, meetings, etc.).

The link between these three elements depends on the nature of the input and output system. This topic will form the subject of the synthesis and the conclusion of this report.

I. General principles and orientation

We are of the conviction that four main principles are of essential importance in the development of a general information system on vocational training within the context of the specific role of CEDEFOP.

1. To respect the partnership between governments, employers, and trade unions at all levels of action.
2. To bear in mind the mission of the Centre, namely to develop vocational training within the nine countries of the European Community.
3. To distinguish between information distributed and that to which people can have direct access (the role of the Centre being in this case one of stimulating and harmonizing national networks).
4. To bear in mind that CEDEFOP, as an instrument of the European Community, is to be a stimulator of European information networks in the field of vocational training.

II.

1. The market

Who are the Centre's addressees and which of these have priority?

The members of the Group agreed that the Centre should address itself to both

- policy makers and decision makers (including employers' and workers' representatives), and
- persons involved in vocational training.

2. The contents

(insofar as they pertain to the programme of the Centre)

Group 2 proposes that information should comprehend

- a) vocational training systems
- b) vocational training legislation and finance in the nine Member States
- c) vocational training experiments and their results (e.g., emergency measures for unemployed persons)
- d) statistics
- e) research

whilst taking into account all work previously carried out at other European institutions.

3. The instruments

The following instruments, which are not listed in any order of priority, were suggested by the members of the Group.

- a) The Bulletin, which in future could be an integrated part of a comprehensive information system (some specific proposals in this respect being presented below).

- b) A list of the organizations concerned with information in the different countries.
- c) A reference book for policy makers and decision makers.
- d) Frequent newsletters.
- e) Direct access information (telephone).
- f) Monographs on vocational training systems and vocational training activities (written in language comprehensible to readers from all social and cultural backgrounds in each country).
- g) CEDEFOP acting as a kind of press agency (serving as a nerve centre for the collection and dissemination of current information).
- h) Specialist groups.
- i) Seminars.
- j) Travel.
- k) Bilateral relationships (eventually by-passing CEDEFOP).
- l) National correspondents.
- m) A kind of "glossary".

With regard to the Bulletin, we have been reminded that 1977 is a transition year, but, if some modification of the role or the form of the Bulletin is to be introduced, CEDEFOP must constitute a specialist group charged

with this task. It was proposed that the Centre first send the participants at the Seminar a synthesis of the different proposals put forward by the national correspondents. Last but not least, in examining the future of the Bulletin we must remember to take into account the results of other work carried out by specialist groups on alternative ways of collecting and disseminating information.

To conclude these two sections, I should like to emphasize that, although as you listen you are not able to envisage the three elements side by side, you should nevertheless bear in mind that they are closely linked.

III.

To return to a more general standpoint, I mentioned in my introduction that we tried to examine the overall system within which the Berlin Centre has to find its place.

We must now turn our attention to the input and output (dissemination) system which could be of greatest use to the Centre and the persons and institutions availing themselves of the Centre.

With respect to input, this does not involve the development of an original system in isolation from that which already exists. We propose that the Centre draw up an inventory of existing input systems in order to establish how to make optimum use of them and their products.

With respect to output, we do not advocate a rigid, definitive system but rather the development of a

flexible, dynamic system adapted to the objectives and the instruments envisaged.

In the light of all that has been examined in this report, it seems that the most urgent tasks are

- the constitution of specialist groups to study the Bulletin and other information systems,
- the improvement of the mobility of the CEDEFOP experts in their capacity as information agents.

Finally, the operational and technical modalities involved in the realization of the proposals must be entrusted to the capable hands of the specialists and the Directorate of the Centre.

Seminar: "Information and Documentation"

Report of Working Group 3

The following participants have contributed
to Working Group 3:

Mr. N. Estgen	(Chairman)
Mr. N. Wollschläger	(Assistant)
Mr. T. Adler	
Mr. D. de Norre	
Mr. T. Driver	
Mr. F.H. Fredebeul	
Mr. E. Freisberg	
Mrs. H. Fürst	
Mr. E. Gaskell	
Mr. N. Küng	
Mr. W. McDerment	
Mr. A.P. O'Reilly	
Mr. P. Perry	
Mr. E. Stothfang	
Mrs. H. Tölle	
Mr. H. van Leeuwen	

Seminar: "Information and Documentation"

Report of Working Group 3

In discussion Working Group 3 again confirmed the difficulties and deficiencies characterizing the volume of available information on vocational training matters, in particular the inadequate use being made of available documentation, which had been identified the previous day.

The Group is of the opinion that the European Centre in Berlin should in no way constitute an independent source of information supply existing alongside already established national and international information centres. On the contrary, the Centre must make every effort to establish contact with the most important national and above all international information centres on as close, broad, and continuous a basis as possible.

A. Problems
resulting from
the multitude
of institutions

The concrete proposal was made that a selective survey be undertaken of the most important institutions (national and international) supplying information on vocational training. As part of the first stage of this selective survey the institutions participating in the Seminar should be provided with relevant information and documentation. The Centre should undertake this compilation in collaboration with the institutions as rapidly as possible.

The Group considered it advisable to warn the Centre not to duplicate work that had already been undertaken by other institutions. In accordance with its constitutive regulation, the specific informational task of the Centre is to locate, screen, and disseminate documentation on measures which relate in particular to the "development" of vocational training, or more specifically, measures which have not yet found widespread application and which could exert an innovative influence on approaches to problems also in other Member States of the Community. In this effort the Centre should not shy away from also bringing forward for discussion those pilot projects and solution approaches which deviate from traditional types.

B. Information users

The Group was of the consensus that the information provided by the Centre via various types of publications should be addressed to all bodies carrying responsibility for the establishment and implementation of educational policy, in particular

- ministries,
- public authorities,
- apex and lower level organizations of the social partners,
- research institutions,
- press and other communication media,
- libraries.

C. Subject matter fields

In accordance with the skeleton conditions governing the work of the Centre (materials, personnel) and the priorities established by the Management Board, information and documentation should be concentrated on the priority areas of the Centre's work programme:

- youth unemployment (transition from school to work),
- women,
- migrant workers,
- technological change,
- continuing education.

D. Form of dissemination

Since information can be useful only if it is transmitted in a timely, concise, and easily understood way, the Group emphasized the need for dissemination in the form of newsletters appearing once a week if possible and providing "instantaneous" information in telex style. These newsletters should contain only core information, with reference sources being listed for the sake of in-depth study as desired. This information should also provide a basis for a comparison of the situation and the approaches to vocational training matters in each of the Member States.

E. Bulletin

The Bulletin should continue to appear, preferably about every two months. The following proposal was tabled by Mr. Perry:

- It is proposed that the Bulletin fulfil three main practical tasks:
 - (a) It should supply information to the EC bodies, the governments, and the social partners;
 - (b) It should function as a mouthpiece for the dissemination of successful vocational training practices at theoretical and practical level and thereby promote harmonization by virtue of conviction and example. In this way the Bulletin would comply with the spirit of the general guidelines on the elaboration of a Community programme of activity in the field of vocational training

(Official Journal No C 81 of 12 August 1971, page 5) and constitute an implementation of the decision of the Council to publish a vocational training bulletin as part of the sociocultural programme of the Community.

(c) It should function as a mouthpiece of the Centre in the interest of making known the Centre's intentions, gaining support for its work, and making available to the readership of the Community the results of its studies.

(d) The general presentation and typographical layout of the Bulletin should be very carefully designed, whereby special attention should be given to problems which arise from the fact that the Bulletin is published in six languages.

F. Operational proposals

1. Editorial team

The Centre should set up an editorial team consisting of at least three persons.

2. Informational meetings

Together with relevant bodies of the Member States, the Centre should organize informational meetings at Community level on topical matters and on themes which it considers to be of importance for its main task, namely, the "development of vocational training". These informational meetings would provide a platform for the exchange of experiences and documentation so that the Member States could benefit from one another's experiences.

3. Working group on innovation

A group of experts, meeting regularly, should be set up and assigned the task of reporting on innovative

approaches and pilot projects in the field of vocational training.

The group should make recommendations identifying those pilot projects which should become more widely known and which could (in collaboration with national correspondents) be promoted by (information) measures of the Centre.

4. Working group
on promotion

A small group, meeting regularly, should be set up for the purpose of exchanging information concerning special publications or studies at national level which by virtue of their outstanding importance should be more widely distributed (translation) at Community level in the form of special publications of the Centre.

5. Press work

The Centre should provide press releases on relevant current matters and on its activities.

Original: German
Translation: EJ

S E M I N A R R E P O R T

1. The Centre's Objectives

The objectives of the Centre are determined by its constitutive regulation, by its working programme, and by the recommendations of its Management Board.

1.1. Regulation

EEC Regulation No 337/75 defines the institutional role of the Centre, and in particular assigns it the task of "encouraging the exchange of information and the comparison of experience", "compiling selected documentation", and "disseminating all useful documentation and information".

1.2. Programme

The Centre's programme for the year 1977 designates information and documentation as priority task of the Centre.

1.3. Management Board

The recommendations of the Management Board also emphasize that information is a necessary prerequisite for the realization of the study projects of the working programme, particularly on young people, women, and migrant workers.

2. Objectives of the Seminar

The objectives of the Seminar are implicated in the proposed theme "The Internal and External Information Function of CEDEFOP". In particular, the Seminar was to achieve two fundamental objectives: identify the necessary preconditions for the creation of an information system at the Centre and ascertain an appropriate role for the "Bulletin".

2.1. Information system

"Information system" cannot and should not be understood in the technical sense of the term. The task was to examine concrete possibilities for using existing facilities and establishing good working contacts with these. More precisely, the task was to identify the most important institutions in Europe producing information on vocational training, with a view to creating a working relationship with these institutions.

2.2. Bulletin

With respect to the Bulletin, the task was to examine the hypothesis that the Bulletin cannot remain the only instrument for communication in the information policy of the Centre, but that it should rather be integrated into a diversified group of publications, media and services meeting various well-defined demands.

3. Progress of the Seminar

3.1. More than forty experts from all countries of the Community participated in the Seminar. These experts had for years been occupied with problems of information and documentation in the field of vocational training.

Among the participants were representatives of the social partners and governments as well as experts from research institutes and representatives of the Directorates General V, IX, X, XII of the Commission of the European Communities. Of course all the Centre's experts were involved in the discussions of the plenary session and the working groups.

3.2. Introduction

In keeping with the objectives of the Seminar, three representatives of the social partners and the governments were requested to present their views on the needs existing at European level in the field of information and documentation concerning vocational training.

Following the official opening of the working session by Mr. Jørgensen, Mr. Alberigo stated the theme and the objectives of the seminar. The paper by Mr. Wollschläger, expert of the Centre, describing the needs and functions of CEDEFOP, was followed by those by Messrs. C. Blondel, D. deNorre, and D. Marioli.

3.3. Principles of the Working Groups

A systematic discussion, conducted by a limited number of participants, appeared to be better suited to the objectives of the seminar than a general debate in plenary session.

For this reason three Working Groups were established, for which two thirds of the available time was reserved. Chairmen of the three Working Groups were Messrs. N. Estgen, V. Romano, and G. Sauvage.

3.4. Preparation of the Working Groups

Experts from the Centre (M. Blachère, D. Guerra, and N. Wollschläger) acted as assistants to the three working group chairmen. In addition, a secretary was assigned to each group (Miss Alaimo and two secretaries hired for the purposes of the seminar).

The division of the participants into three groups was suggested by the Centre after consultation with the chairmen.

This measure was necessary in order to ensure an equal distribution of the representatives of the social partners and the governments as well as the experts within the three groups and in order to limit language problems. The three Working Groups were to treat the same subjects. For this reason the Centre had worked out a general aide-mémoire for the benefit of the Working Group chairmen.

The aide-mémoire and the discussion methods of the Working Groups were agreed upon beforehand by the Centre and the three chairmen.

3.5. Questionnaire

The Centre had prepared a written questionnaire with 24 questions which aimed at eliciting spontaneous responses on the part of the participants.

After the close of the plenary session on the first day, the participants were requested to fill in the questionnaire within a limited period of time. All participants agreed to cooperate. The results were made available on the morning of the next day and were discussed in the Working Groups. They contributed both useful and new basic information to the following work.

4. Remarks

This first seminar to take place in Berlin met with a positive reaction among the participants. The technical possibilities of the conference room, the interpreters, and the staff of the Centre contributed substantially to its success.

The rapidity with which the working documents and results of the working groups were written, translated, duplicated and distributed was especially appreciated. The seminar received coverage in press and radio.

5. Summary of the Working Group reports

5.1. Summary of the report of Group 1

(Chairman: Mr. Sauvage; Assistant: Mr. Guerra)

In view of the fact that there are a great number of international and national institutions which produce information on vocational training, the role of the Centre should be:

- to establish itself as platform for encounter and observation;
- to promote innovation in the field of vocational training by means of scientific evaluation of experiments.

With a view to a greater diversification of information and documentation, it was suggested that two practical proposals be studied:

- a) arrangements for cooperation between European authorities and those of the various Member States with the objective of implementing certain precisely defined measures (establishment of an information network);
- b) establishment of an observation network on the evolution of qualifications, employment, and vocational training.

Among the channels for the circulation of information, personal contacts at various levels should not be neglected.

The addressees of CEDEFOP's information are, above all, those responsible for the training of trainers, those conducting new experiments at national level, and those whose job is to integrate the results of these experimental and research projects at different decision-making levels.

In order to attain the fundamental objectives of the Centre, two approaches were suggested which are not contradictory:

1. propagation of all innovations in the field of vocational training resulting from new requirements following changes in the organization of work and in economic systems;

2. propagation of studies which illustrate structural evolution in the working world.

It would be useful if the recipients of the Bulletin were identical with the users of the other CEDEFOP services. It was considered necessary that the network of national correspondents be diversified in order to usefully diversify the sources of information both for the Bulletin and for the other publications of the Centre. The Bulletin cannot satisfy emergency demands, and therefore other publications should be planned (e.g. newsletters). Form and content of the Bulletin should be changed if and when this becomes necessary.

5.2. Summary of the report of Group 2

(Chairman: Mr. Romano; Assistant: Mr. Blachère)

Working Group 2 undertook first of all a definition of the general principles of CEDEFOP'S information policy:

1. Tripartism should be observed at all levels of activities (in looking for sources of information, in determining target groups).
2. Information policy should be understood in the sense of a true development of vocational training (promotion of ideas, concepts, experiments).
3. CEDEFOP should not limit itself to information which is "ready to be digested", it should also plan assistance for various systems which would allow those seeking information to have direct access to it.
4. The role of the Centre (within the Community) should be understood as that of stimulator and catalyst for the different systems of the nine countries.

The Group put forward a number of concrete proposals concerning target groups, contents, media, and services, while trying to constantly keep in mind these three elements: a certain target group implies certain contents and thus certain media; a certain content presupposes a certain target group and thus certain media in order to reach it.

The Group recommended:

- that the target groups should not be limited to responsible politicians or to those who will have to make the important decisions;
- that the Bulletin should be retained (1977 being a transitional year), but that a coherent group of publications be planned, of which the Bulletin will be the focal point;
- that an inventory should be made of the various collection networks in existence so as not to create a super-structure and so as to avoid duplication;
- that a circulation network should be planned which is modified according to target groups, contents, and medium and which relies on bi/tri-partite national institutions;
- that the Centre should equip itself so that it is able to provide rapid information (previously processed).

5.3. Summary of the report of Group 3

(Chairman: Mr. N.Estgen; Assistant: Mr. N.Wollschläger)

The Working Group proposed the following organizational measures:

- Information originating from the Centre and circulated in various types of publications should be directed to all those responsible for implementation and modification of training policies.

- This information should be concerned primarily with the priority areas of the Centre's programme.
- The Bulletin should be preserved and should appear every two months. Its general and typographical appearance should be reconsidered as well as the role of the national correspondents.
- In collaboration with the institutions represented at the seminar, the Centre should produce a selective catalogue of the principal institutions concerned with information on vocational training (Who's Who).
- Publication of "newsletters", making available instantaneous information and allowing comparison of the existing situations in the various countries.
- Establishment of an editorial committee within the Centre consisting of a minimum of three persons.
- Organization of more frequent informational meetings.
- Constitution of a group of experts who would convene regularly to discuss innovations and projects concerning vocational training. The group should put forward recommendations especially on projects on which the Centre (in collaboration with the national correspondents) could undertake special publishing efforts.
- Constitution of a group of experts who would regularly investigate which publications or national studies merit a wider circulation at European level under the Centre's name.
- The Centre should also ensure that articles appear regularly in the press, informing the public of its activities in matters of current interest.

6. Summary: Principles and role of the Centre in the field of information

6.1. Principles

The Centre should:

1. Observe tripartism at the levels of collection and circulation.
2. Make maximum use of existing instruments and systems.
3. Link information priorities to the priorities of the general programme of the Centre.
4. Make use if possible of pre-processed information.
5. Provide if possible processed rather than unprocessed information.
6. Make all efforts possible to collaborate or cooperate with national organizations having a great deal of experience and good systems.
7. Diversify products and services (the Bulletin should be retained and should appear more frequently).
8. Provide certain users with current and rapid information.
9. Diversify its target groups.

6.2. Role of the Centre

The Centre is not a thoroughfare but rather a crossroads of currents and information networks of vocational training. It incites, stimulates, and coordinates as the case may be.

The Centre is not an extraneous organ but rather the nerve-centre of a network of national and European organizations and institutions. Of course it maintains close connections with other international agencies.

It selects and possibly processes information, returning it to the network as rapidly as possible in the form which

is most directly usable. It creates products and services circulated through the information channels and presented in diversified forms oriented to the target groups.

The Management Board determines the priorities with respect to contents and target groups, and thus with respect to products and services.

7. Proposal for various information media of the Centre

Media and products	Objectives	Addressees	Methods of realization
<p>Survey of important institutions in the field of vocational training ("Who's Who?")</p>	<p>Selection of the principal institutions concerned with vocational training which publish information in this field.</p> <p>Description of their objectives and tasks, description of their organizational structure, review of their principal publications, addresses, and survey of experts.</p>	<p>European Communities - Committees</p> <p>Administrative institutions</p> <p>Organs of political decision</p> <p>Organizations of the social partners</p> <p>Research institutions (educators and professors) (public and private training institutions)</p>	<p>Preparation of a basic document (model).</p> <p>Establishment of contacts, expert debates, establishment of a selective documentation.</p> <p>Possible start of publication: from 1978</p>
<p>This survey should increase the transparency of documentation and information on questions concerning vocational training. This would permit the Centre to channel information, and it would permit the user to obtain a general survey of the field and find the competent institutions in the countries of the European Community.</p>			

Media and products	Objectives	Addressees	Methods of realization
Comparative studies	Thorough scientific analysis of certain questions concerning vocational training, allowing a comparison of the situation in the countries of the Community.	European Communities - Committees Administrative institutions Organs of political decision Organizations of the social partners Research institutes	Realization principally by means of a compilation of studies and coordination by CEDEFOP. CEDEFOP's role would be limited to a systematic investigation of existing studies, possible circulation and finally, coordination of this type of work at the European level.
Monographs	Collection of materials, texts, decrees, etc. concerning certain questions of vocational training.	European Communities - Committees Administrative institutions Organs of political decision Organizations of the social partners Research institutes Libraries	Same remark as above. CEDEFOP could limit itself to publicizing and circulating existing documents which it provides with a sort of European label (under tri-partite control).
Newsletters "CEDEFOP-Letter"	Creation, if possible at regular intervals, of an information service in connection with a telex circulating instantaneous information which would permit a comparison of the existing situations in the various countries and would confront them with the proposed solutions. By indicating the origin of information, users would be enabled to do further research at the source.	European Communities - Committees Organizations of the social partners Public and private training organizations Educators and professors Press and other media.	Establishment of a project. Establishment of contacts with the Committees of the European Communities, social partners, and governments, as well as national correspondents. Selection of information. Guarantee of the information channels by means of cooperation between the institutions participating in this system.

Media and products

Objectives

Documentation

Enumeration, analysis, classification, and publication of studies concerning specific problems, measures, and models bearing on vocational training.

Selected questions, projects, and models pertaining to the practice of vocational training in the countries of the Community should be recorded and compared in a concise, precise, clear, and workable manner. The documentation should be concerned with new provisions in the field of vocational training. In particular, those measures should be mentioned which have not yet been widely circulated. Proposed solutions and models which deviate from traditional forms should be examined.

Addressees

European Communities - Committees
Administrative institutions
Organs of political decision
Organizations of the social partners
Public and private training organizations
Educators and professors

Methods of realization

Constitution of a group of national experts who will convene at regular intervals in order to recommend certain projects or models worthy of interest which the Centre should promote indirectly via the information channels.

Media and products	Objectives	Addressees	Methods of realization
Terminology Sheets	<p>THIS IS NOT A DICTIONARY. THE PURPOSE IS NOT TO FIND AT ALL COSTS THE EQUIVALENTS IN 6 LANGUAGES FOR ALL CONCEPTS OF VOCATIONAL TRAINING AND FURTHER EDUCATION IN EUROPE.</p> <p>THE IDEA is that every time an important concept is treated in the Bulletin a sheet should be appended containing</p> <ul style="list-style-type: none"> - the title of the concept IN THE ORIGINAL LANGUAGE - the definition AS ELABORATED BY THE COUNTRY OF ORIGIN (and as agreed upon by the three partners) - the translation of this definition in the other 5 languages. <p>The purpose is to provide all 9 countries with an exact definition of FURTHER EDUCATION, for example, without trying to translate this concept: e.g. it is obvious that this concept is more closely related to the French concept of "PROMOTION SOCIALE" than to the concept of "FORMATION CONTINUE", which is the literal translation of FURTHER EDUCATION.</p>	<p>The same as for the Bulletin and the "REFERENCE BOOK"</p> <p>In addition, INFORMATION AGENCIES AND RESEARCH ORGANIZATIONS</p>	<p>Appearing together with the Bulletin.</p> <p>It is possible to provide 2 or 3 definitions per issue.</p> <p>Beginning with Bulletin No 4/77.</p> <p>Annual rhythm: 10 to 20 definitions per year</p>

Media and products	Objectives	Addressees	Methods of realization
"Reference book"	Collection of "information sheets" supplementing or expanding the information of the Bulletin and allowing a <u>continuous updating</u> .	Policy makers	The advantage of such a tool is that it is composed as needed. It can be published beginning with a minimum basic content, in other words the loose-leaf notebook and the first information sheets <u>could appear from 1977 on.</u>
Compilation of "Fiches pratiques" (information sheets)	This could be done in the form of a <u>loose-leaf notebook</u> which could be constantly added to.	Decision makers = those who must make decisions at highest level or at regional level taking into account existing facts in the other countries of the Community.	Each information sheet could be prepared by a different person, providing that form and presentation are standardized.
	For those who are familiar with the compilation of the centre "INFFO", this would be a kind of European equivalent.		This would require one person working 3/4 time for 3 months, then one person working 1/4 time after the first 3 months for additions and updating.
	The advantages of such a document are: - that it is not thrown away, and - that it is easy to relocate <u>classified and analyzed information.</u>		
	This is a working tool and not a review.		

Media and products	Objectives	Addressees	Methods of realization
Bulletin	<ul style="list-style-type: none"> - To provide a platform for discussion of important points concerning the development of vocational training. - To present information on training reforms and the most successful experiments. - To support and promote the work of the Centre in the sense of Community policy on vocational training in close cooperation with the Commission. 	<p>Political authorities at Community level and at national level</p> <p>Leaders of opinion</p> <p>Colleges, universities, etc.</p> <p>Organizations of the social partners</p> <p>Training specialists</p>	<p>The Bulletin will appear at least 4 times per year under the supervision of an editorial committee and with the assistance of a group of publishing and printing experts.</p>

8. Additional
remarks on the
Bulletin

Summary of the proposals made by the three working groups

8.1. Principles

- The Bulletin is not a press organ of the Centre but rather a Community publication for which the Commission is guarantor.
- The Bulletin should be planned within the framework of a series of publications of the Centre which are diversified according to aims and target groups.
- The Bulletin should above all be a platform for encounter and debate on the most significant problems of vocational training.
- The Bulletin cannot satisfy urgent informational needs.
- The Bulletin is an instrument for supporting and propagating the working projects of the Centre.
- Useless and rapid changes either in form or in content might be detrimental.

8.2. Sources of information

It was considered essential to respect the tripartite balance of the Centre by diversifying the sources of information. This means that the national correspondents should belong in equal proportions to government, employer, and unionist organizations.

8.3. Contents

The Bulletin could contain:

- a platform for free and open debate on all important problems of vocational training;

- a column which treats important problems corresponding to one of the priority areas of the Centre's programme;
- information concerning certain aspects of innovation in the various countries (summary of documents, presentation of pilot projects and research, description of proposed laws in the field of vocational training);
- a small-scale bibliography limited to the most important and most recent publications.

Original: French
Translation: EW

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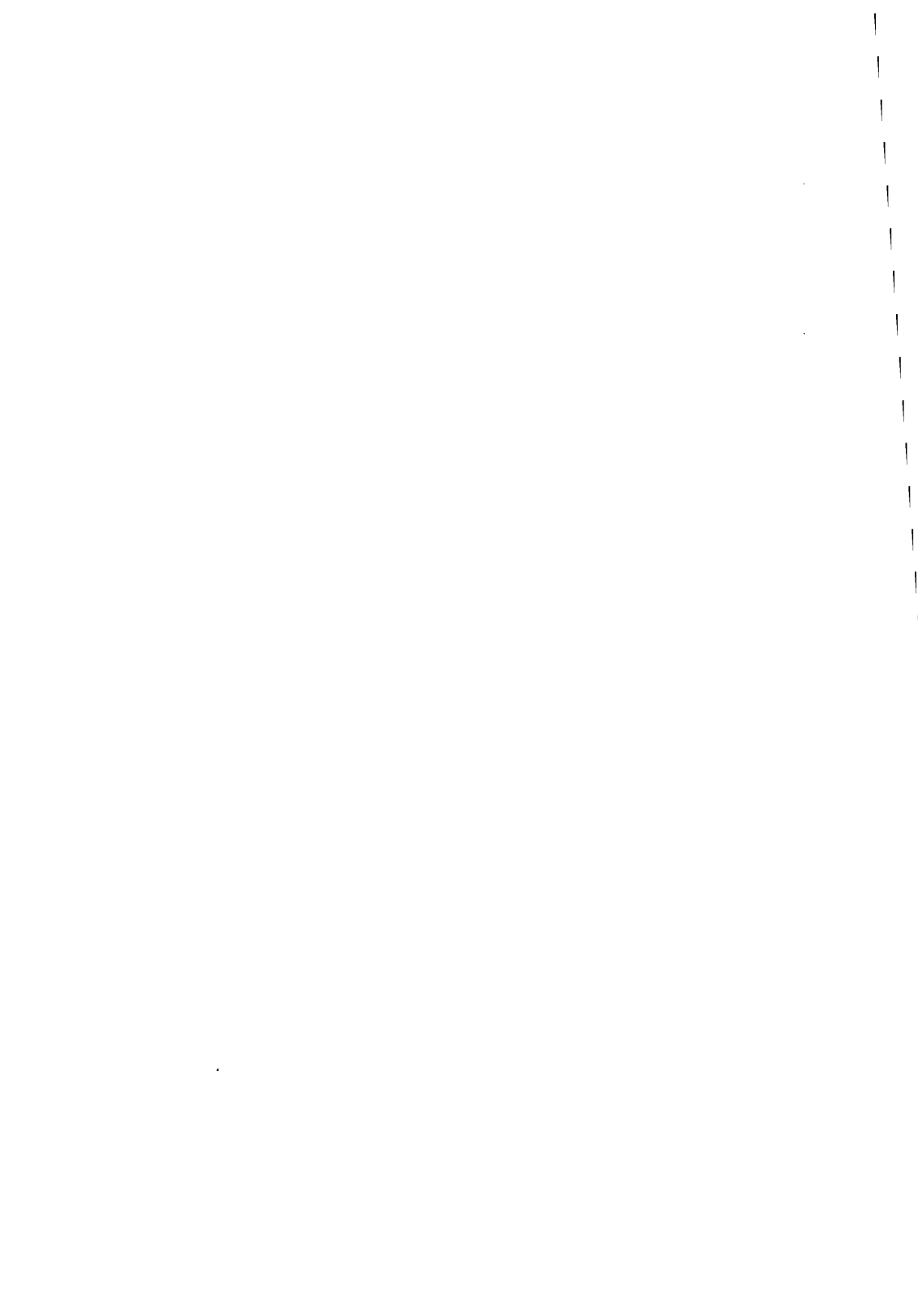
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P R O G R A M M E



Day	Time	Programme
27th	14.00	Plenary meeting. Opening address by Mr. C. Jørgensen, Director of the Centre.
	14.15	Introduction by Mr. M. Alberigo, Deputy Director of the Centre.
	14.45	Contributions: Mr. N. Wollschläger - CEDEFOP Mr. C. Blondel - Government Mr. D. de Norre - Employers Mr. D. Marioli - Unions
	16.30	Exchange of views
	17.30	Organizational aspects
	18.00	Finish

28th	09.30	Plenary meeting
	10.00	Working Group meetings
	12.00	Break
	14.00	Continuation of Group meetings
	18.00	Finish

29th	09.30	Continuation of Group work
	12.00	End of Group work
		Break
	14.00	Reports from the Working Groups
		Group 1: Mr. G. Sauvage
		Group 2: Mr. V. Romano
	Group 3: Mr. N. Estgen	
15.00	Plenary Debate	
17.00	Close of Seminar	

Chairman of the Seminar: Mr. C. Jørgensen, Director of the Centre

Seminar Secretary: Mrs. L. Weiss

The Seminar was organised by Mr. M. Alberigo, Deputy Director of the Centre, in collaboration with Messrs. Blachère, Dupont, Guerra and Wollschläger.

QUESTIONNAIRE

....

2. WOULD YOU SAY THAT OVER THE PAST FIVE YEARS THE NUMBER OF INSTITUTIONS CONCERNED WITH VOCATIONAL TRAINING HAS MOST PROBABLY

dropped?	1	2,6 %
remained constant?	9	23,7 %
risen?	28	73,7 %
	<hr/>	
	38	

....

5. Since there are many institutions concerned with vocational training matters, there is naturally a large volume of printed information available: journals, periodicals, data collections, statistics, monographs, legal texts, scientific studies, research reports, press bulletins, etc.

Consider, for example, the special journals which deal on a regular basis with vocational training matters.

IN YOUR ESTIMATION, A TOTAL OF HOW MANY JOURNALS DEVOTED TO VOCATIONAL TRAINING ARE PUBLISHED WITHIN THE COMMUNITY?

<10	0	0 %
11 - 30	4	10,8 %
31 - 50	4	10,8 %
51 - 75	2	5,4 %
76 - 100	2	5,4 %
101 - 150	2	5,4 %
151 - 200	1	2,7 %
>200	20	54,1 %

6. For the work you do and the decisions you must take you must have access to relevant information.

ARE YOU IN GENERAL SATISFIED OR NOT SATISFIED WITH THE INFORMATION YOU RECEIVE ON PROBLEMS OF VOCATIONAL TRAINING WITHIN THE COMMUNITY?

Very satisfied	1	2,2 %
Satisfied	9	19,6 %
Not particularly satisfied	21	45,7 %
Not satisfied at all	9	19,6 %
Undecided	6	13,0 %
	<u>46</u>	

7. Here is a sample list of information media.

FROM WHICH OF THE FOLLOWING INFORMATION MEDIA DO YOU CURRENTLY DRAW MOST OF YOUR INFORMATION ON VOCATIONAL TRAINING MATTERS?

Total:		frequently	now and then	seldom	never
40	Journals, periodicals	67,5 %	30 %	2,5 %	./.
33	Data collections, statistics	45,5 %	42,4 %	12,1 %	./.
37	Monographs, sets of documents (laws, etc.)	48,6 %	43,2 %	8,2 %	./.
35	Scientific studies, research reports	40 %	45,7 %	14,3 %	./.
36	Newsletters, press bulletins	50 %	36 %	8,4 %	5,5 %
36	Daily papers	50 %	36 %	8,4 %	5,5 %
	Others (please specify)
	

8. TO WHICH INFORMATION MEDIA DO YOU PERSONALLY GIVE PREFERENCE?

Total:		top preference	some preference	little preference	no preference
38	Journals, periodicals	50 %	34,2 %	15,8 %	./.
34	Data collections, statistics	35,3 %	38,2 %	26,5 %	./.
30	Monographs, sets of documents (laws, etc.)	33,3 %	33,3 %	33,3 %	./.
35	Scientific studies, research reports	28,6 %	51,4 %	20 %	./.
31	Newsletters, press bulletins	45,2 %	38,7 %	12,9 %	3,2 %
36	Daily papers	19,4 %	27,8 %	50 %	2,8 %
	Others (please specify)

9. You regularly receive a good deal of information on vocational training matters. Much of this information will not be of immediate use to you in connection with the actual work you are doing at that time.

This is a difficult question, but could you estimate

TO WHAT PER CENT CAN YOU ACTUALLY USE THE INFORMATION RECEIVED IN CARRYING OUT YOUR CURRENT WORK?

Less than 25 per cent	18	50 %
Between 25 and 50 per cent	15	41,7 %
Between 50 and 75 per cent	2	5,6 %
More than 75 per cent	1	2,7 %
	<hr style="width: 10%; margin: 0 auto;"/>	
	36	

10. DO YOU SOMETIMES USE JOURNALS OR MANUALS IN A FOREIGN LANGUAGE
IN ORDER TO INFORM YOURSELF ON VOCATIONAL TRAINING PROBLEMS?

Yes, continually	16	42,1 %
Yes, sometimes	18	47,4 %
Formerly yes, but no longer	./.	./.
No, never	4	10,5 %

11. DO YOU EVER FIND THAT IN A CONCRETE CASE YOU DO NOT HAVE CERTAIN
INFORMATION WHICH YOU REQUIRE ALTHOUGH YOU ARE WELL INFORMED IN
ALL RELEVANT FIELDS?

Yes, frequently	24	58,5 %
Yes, now and then	15	36,6 %
Yes, but seldom	2	4,9 %
Never	./.	./.
	<u>41</u>	

12. In recent years a number of scientific studies on vocational
training matters have been published in the various Member
States of the Community.

TO THE EXTENT THAT YOU ARE FAMILIAR WITH THESE STUDIES, DO YOU
FEEL THAT THEY HAVE BEEN PRESENTED IN UNDERSTANDABLE FORM?

Yes, they are always very understandable	3	7,7 %
They are understandable	11	28,2 %
They are more or less understandable	25	64,1 %
They are not understandable	./.	./.
	<u>39</u>	

13. WERE THESE SCIENTIFIC STUDIES OF BENEFIT TO YOU IN YOUR OWN WORK?

Yes, frequently	2	4,8 %
Yes, now and then	21	50 %
Yes, but seldom	17	40,5 %
No, never	2	4,7 %
	<hr/>	
	42	

14. PUT YOURSELF IN THE FOLLOWING SITUATION. IN CONNECTION WITH A SPECIFIC VOCATIONAL TRAINING PROBLEM YOU URGENTLY REQUIRE CERTAIN INFORMATION. YOU HAVE THREE CHOICES. HOW WOULD YOU DECIDE?

- You can undertake to determine whether or not in your country experience has been gained and results are available which can be transferred	27	50,9 %
- You can undertake to determine whether in other Member States experience has been gained and results are available which can be transferred	21	39,7 %
- You can yourself arrange for a study on this problem to be carried through	5	9,4 %
	<hr/>	
	53	

15. HOW DO YOU PREFER INFORMATION ON PROBLEMS OF VOCATIONAL TRAINING TO BE PRESENTED?

<u>Brief presentation of figures, data, and facts, without detailed explanation</u>	8	18,6 %
<u>Presentation of figures, data, and facts, with detailed explanation and description of the problem</u>	28	65,1 %
<u>Presentation of the problem without detailed figures, data, and facts</u>	6	14,0 %
I have no preference	1	2,3 %

16. IN YOUR OPINION DO MOST OF THE PERSONS WHO RECEIVE THE VOCATIONAL TRAINING INFORMATION BULLETIN

read it regularly, from beginning to end?	3	7,5 %
read it regularly, but not completely?	18	45,0 %
read it now and then, perfunctorily?	9	22,5 %
seldom (only selected topics)?	8	20,0 %
no longer read it, although they used to?	1	2,5 %
never read it?	1	2,5 %

17. DO YOU BELIEVE THAT THE READERS OF THE BULLETIN DERIVE INFORMATION WHICH CAN BE OF ACTUAL USE TO THEM IN THEIR WORK?

Yes, frequently	7	19,4 %
Yes, but only in a general sense	19	52,8 %
Only in rare cases	9	25,0 %
No, practically never	1	2,8 %

18. TOWARDS WHICH READER GROUP(S) DO YOU FEEL THE BULLETIN SHOULD BE MORE STRONGLY ORIENTED IN THE FUTURE?

Vocational training policy-makers	21	27,6 %
Advisory services (for example vocational guidance, training counsellors, etc.)	17	22,4 %
Training staff (workshop instructors, classroom teachers)	18	23,7 %
Employees, apprentices, pupils etc.	13	17,1 %
The general public	5	6,6 %
Others (please specify)	2	2,6 %

19. WHAT CHANGES DO YOU FEEL SHOULD BE MADE IN THE DESIGN OF THE BULLETIN?

None, it should remain as it is	2	3,7 %
Formal, structural changes (for example layout, format, number of issues per year, etc.)	18	33,3 %
Changes in content (for example in the selection of articles, key topics, etc.)	28	51,9 %
Other changes (please specify)	6	11,1 %

20. IN WHAT CONTEXT SHOULD THE BULLETIN BE PUBLISHED IN THE FUTURE, IN YOUR OPINION?

As the only publication of the Centre	4	9,5 %
In the context of other publications of the Centre	21	50,0 %
In the context of other information media (for example, audiovisual aids, advisory services, etc.)	14	33,3 %
I do not know	3	7,2 %

Following are a number of statements. We would like to know to what extent you agree with them, if at all:

21. THERE IS A SURPLUS OF INFORMATION ON VOCATIONAL TRAINING MATTERS AND AT THE SAME TIME THE COMPLAINT IS RAISED THAT THERE IS A SHORTAGE OF SUCH INFORMATION.

I agree		I agree in part		I do not agree	
20	52,6 %	13	34,2 %	5	13,2 %

22. TOO MUCH INFORMATION IS PRODUCED ON PROBLEMS WHICH ARE NOT TOPICAL? TOO LITTLE ON PROBLEMS WHICH ARE TOPICAL.

I agree		I agree in part		I do not agree	
20	55,6 %	13	36,1 %	3	8,3 %

23. MUCH IMPORTANT INFORMATION REACHES THE RECIPIENT ONLY BY CHANCE.

I agree		I agree in part		I do not agree	
19	50,0 %	13	34,2 %	6	15,8 %

24. IN THE LAST ANALYSIS, IT IS SIMPLER TO UNDERTAKE DUPLICATION OF WORK THAN TO ADOPT THE PRACTICE OF EXTENSIVE AND TIME-CONSUMING CONSULTATION.

I agree		I agree in part		I do not agree	
7	19,4 %	14	38,9 %	15	41,7 %

C O N T R I B U T I O N

B Y P.J.C. Perry

1. This paper is submitted as a contribution to the discussion on the purpose and function of the EEC Vocational Training Information Bulletin. The observations are based upon direct involvement in the production of the Bulletin since its inception.
2. The late appearance of the Bulletin, which has been an unfortunate feature from the start has not helped to create a favourable impression, but this is partly an organizational problem which could and should be solved by administrative means. It has also however been due in part to the absence of a coherent editorial policy and of a failure to identify the kind of reader for whom the Bulletin is intended. Despite these substantial shortcomings, the evidence received from many readers shows that they welcome the opening up of a new source of authoritative information, although the continuation of the present shortcomings would undoubtedly alienate its present readers.
3. It is suggested that the Bulletin has three main practical tasks:
 - a) To inform the social partners in the Member States of on-going developments in the field of national and community training legislation and the results flowing from it;
 - b) To be a mouthpiece for the propagation of the best vocational training theory and practice, and thereby to encourage harmonization by persuasion and example. In this it would carry out the intention of the Council of Ministers' General Guidelines for the Development of the Programme of Vocational Training at Community

Level (Official Journal No. C 81 of 12 August, 1971, page 5) and the Council's subsequent decision to require the publication of a training bulletin as part of the Communities' Social Policy Programme; and

- c) To be the Centre's mouthpiece in making its intentions known, inviting assistance for its work and communicating the results of its researches to a Community-wide readership.

4. These three main functions are not only compatible but also complementary. They would give firm purpose and direction to the Bulletin's editorial policy. In order to achieve it, the following guidelines are suggested:

- a) The Bulletin should be transformed into a journal of record, i.e., it should be designed to become a reference work which policy makers, practitioners and researchers can use to ascertain the development and current position of any given training topic. This would require extensive cross-referencing throughout the Bulletin.
- b) The bibliography should remain an integral part of the Bulletin and eventually grow into a comprehensive and permanent record.
- c) It is doubtful whether the publication of long articles in the Bulletin is advisable in view of the shortage of space, the wealth of news items from the Member States and the existence of many expert training publications throughout the

Community and beyond. It would seem preferable to scan these journals and to publish suitable extracts in the bibliography. This would not rule out the possibility of devoting individual issues of the Bulletin to the treatment of special topics in line with the Centre's current programme.

d) Attention should be given to general presentation and typographical layout with particular reference to the problems arising from publication in six languages.

5. If the Bulletin were to satisfy these criteria it would become essential reading for education and training practitioners, not only in the Community, but throughout the world.

It was the Commission's original intention to confine the distribution of the Bulletin to the authorised recipients of the social partners and not to make a charge for copies. This involved a very small print order and a very high production cost per copy.

The writer therefore suggested that additional supplies should be made available to subscribers. The charge could be kept low because the running-on and distribution costs would be minimal.

This recommendation was adopted, but the Bulletin was never properly marketed. It is suggested that if this were done, income from subscriptions should cover, if not exceed, production costs.

C O N T R I B U T I O N

B Y M.G. Medusa

Points for Reflection

1. Youth

From an Italian point of view, although it is my belief that the problem will to an increasing extent become one common to the different European countries, there exists a need for compilation by the Berlin Centre of comparative information on the following topics:

a) Transition period between school and working life

In all countries of the European Community this transition period seems to be lengthening, a tendency to which the various governments appear to be reacting in two contrasting ways:

- lengthening the period of school attendance (by raising the compulsory school leaving age, facilitating access at the different levels of education)
- shortening the period of vocational training by restricting it completely to the juvenile age, and introducing a system of alternating school attendance and work.

It is my personal opinion that the present structure of the labour market and the current restructuring processes in production call for the second of the two solutions cited above.

Quite apart from the plausibility of arguments in this connection, research and documentation on experience

gained in the industrial countries in this field would in addition be of value for the purpose of judging the effects on the youth labour market of measures which have been taken.

b) Relation between manual and intellectual work

Recent surveys on the aspirations of young people as to their future occupation reveal that even in a deteriorating employment situation they still aspire to white collar positions.

Research must be undertaken into this phenomenon in order to ascertain the role of each of the following factors in the formation of this attitude:

- the education and vocational training system: to what extent it was sociologically orientated towards a system of non-manual labour;
- the line followed in collective bargaining which tends to overrate education certificates at the expense of job content.

Over and above the academic interest which such a comparative study of the above themes could have, it would undoubtedly be of value to investigate the practical effects of the policies pursued by the various industrial countries

- at legislative level: The introduction of the system of alternating school attendance with work into the curricula of the various lines of education and of regarding occupational experience as equivalent to completed education courses;

- at experimental level in order to study how the Member States have employed vocational training as an instrument to further that attitude which equates to a greater extent manual with intellectual work.

In particular, experiments in further education would present a useful opportunity to evaluate political measures taken which relate to teacher training and socio-pedagogic research and which have as their aim the revision of curricula and the didactic system and the introduction of the alternating school attendance and work system and the concomitant undermining of prejudiced ideas on social roles.

2. Migrant Workers

This subject affects Italy in particular because Italy is a country of labour emigration but it nevertheless affects all the Member States insofar as they are host countries to Italian immigrant labour.

Topics in this respect worthy of consideration would seem to be the following:

- the qualitative change in the Italian migration movements towards the highly developed economic systems of Europe. It is likely that in time instead of the traditional migration of manual workers with a poor educational background, we shall witness a migration of predominantly qualified labour and middle management;
- this situation calls for a thorough revision of the migration policy pursued to date which was adapted to a specific sociological reality: workers from southern Italy, predominantly of rural origin, having a poor educational background and a low level of vocational training whose place has been taken by

groups predominantly of urban origin having completed secondary or higher secondary education.

In view of the changes described above, research and documentation are necessary in order to apprehend the recruitment, selection and vocational training mechanisms of these new groups of workers and also to gather all reference material which could usefully serve to orientate political decisions in Member States.

The "content" observations on the Seminar topics are herewith concluded.

As far as the methods of gathering, classifying and disseminating information are concerned, I consider the following method to be the most efficient:

- formation of groups of experts charged with the conceptualization and the evaluation from a technical and cultural point of view of the information material;
- appointment of a "rapporteur" on each topic at national level and of a coordinator from the European Centre who will undertake the compilation of such a comparative report on the basis of the individual national reports;
- material thus compiled could be presented and discussed at appropriate seminars, to which would be invited the experts, the representatives of the social partners involved and the administrative authorities.

As you see, the model I envisage is principally that being pursued by OECD in questions of education, a sector in which the efforts being made in terms of research and comparative study in the cultural sphere are worthy of emulation.

Original: Italian
Translation: LM

CEDEFOP – European Centre for the Development of Vocational Training

Proceedings of the seminar - Vocational training: Information and documentation as a task and a need of the Centre

Luxembourg: Office for Official Publications of the European Communities

1978 – 160 p. – 14.8 × 21.0 cm

DE, EN, FR

ISBN 92-825-0038-1

Catalogue number: HX-23-77-534-EN-C

The compilation of a 'set of documents' is part of the ritual which usually takes place at the close of a seminar.

This brochure is not to be included in such a category: the decision to publish it was taken in the conviction that it would prove useful.

The general lines of the information policy of the Centre are drafted in the conclusions of the seminar, and it therefore appears useful to make available a document in which the line of reasoning behind certain concrete measures which the Centre has in hand is clarified.

It is consequently not simply for the 'pleasure of reading' but rather for the purpose of providing information, a task to which the Centre has assigned high priority, that the decision to publish this brochure was taken.

The brochure consists of a compilation of documents, and for this reason no analyses or document evaluations have been appended.

The proposals brought forward with regard to the most suitable ways of supporting the information activities of the Centre are to be found in the Seminar Report.

It seemed useful to include a questionnaire which was distributed to the seminar participants, together with the quite unexpected results of the total complex of answers given.

Also included in the appendix are a number of papers which had been submitted before or during the seminar.



OFFICE FOR OFFICIAL PUBLICATIONS
OF THE EUROPEAN COMMUNITIES

ISBN 92-825-0038-1

Boîte postale 1003 – Luxembourg

Catalogue number: HX-23-77-534-EN-C