

COMMISSION OF THE EUROPEAN COMMUNITIES

REPORT ON
VOCATIONAL GUIDANCE ACTIVITIES
IN THE COMMUNITY

1975

This report reviews the activities of Member States in respect of vocational guidance services in the years 1971 to 1974. This period witnessed the accession of three new Member States (Denmark, Ireland and the United Kingdom) to the Community and the revival of the Community's social policy.

The implementation of a common vocational training policy (with which vocational guidance is closely connected) is linked with a basic aim of the "Programme of social action": the achievement of full and better employment. This is the aim of the common effort to make good use of vocational information and guidance as an indispensable implement for use in current socio-economic conditions. Guidance is regarded as a necessary bridge between general education, vocational training and employment, as well as a means of making permanent training more effective.

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INTRODUCTION

The Commission's Recommendation of 18 July 1966 to Member States on the development of vocational guidance came at a most propitious time in the Community's socio-economic development and at a time of full realisation of the value of educational and vocational guidance as an educational, social and economic instrument answering the needs both of individuals looking for work in keeping with their wishes and abilities, and of the employment market seen as a whole.

Noting objectives which had been partially achieved (especially in the cases of groups of persons who because of physical, intellectual or mental disability experienced particular difficulty in their vocational training or adaptation, of people living in rural areas and of people in general (including migrant workers) who had problems as regards re-training, advanced training or advancement) it indicated structural improvements that ought to be made to the guidance services, and invited Member States to step up their national efforts and to intensify Community collaboration.

This gave rise to the initial reports, which formed part of the priority work undertaken by the Commission with the agreement of the Council (decision of 5 June 1967) aimed at a regular exchange of information and experiences between Member States on problems and measures relating to guidance for young persons and adults. These reports were annual at first: 1967, 1968 and 1969. It was later recognised that a longer interval would allow the problems and development of educational and vocational guidance services to be examined in greater detail. Hence the fourth report, published in 1971, analyses the period from 1968 to 1970.

The present report (1975) - the fifth in the series - reviews Member States' activities in the period from 1972 to 1974.

This period witnessed the accession (1 January 1973) of three new Member States, Denmark, Ireland and the United Kingdom, to the Community, and the revival of the Community's social policy on the basis of the Council Resolution of 21 January 1974 concerning a programme of social action and affirming inter alia the political will to achieve full and better employment.

The implementation of a common vocational training policy (with which educational and vocational guidance is closely connected) and the creation of a European Centre for the Development of Vocational Training (Council Regulation EEC No. 337/75 of 10 February 1975) are particularly linked to the above-mentioned aim of creating full and better employment, and explain the date (1975) of compilation of this report, which involves the three new Member States for the first time.

Although 1971 and 1972 concern the Community of Six, it seemed advisable to ask for a contribution covering this period from Denmark, Ireland and the United Kingdom as well, so that the report will give a more complete picture of the situation and development of educational and vocational guidance activities in all Member States.

The report may possibly give the impression of a certain standstill in the development of guidance services in some countries. When reading the report, allowance must in fact be made for the socio-economic crisis through which we are passing, the reorganisation of educational structures, and the devolution of certain services to the regions now taking place in some Member States.

It will in any event be seen that an effort is being made everywhere to make good use of educational and vocational information and guidance as an indispensable instrument in the current socio-economic context for a policy of fuller and better employment of the entire labour force. To use a well-chosen metaphor of Unesco (18th session of the Paris General Conference on 19 November 1974) we shall also find that guidance is increasingly considered a necessary bridge between general education, vocational training and employment, as well as a means of making permanent training more effective.

Section 1

LEGAL AND ADMINISTRATIVE DEVELOPMENT

BELGIUM

Ministry of National Education

The psycho-medico-social centres are responsible for the psychological/educational guidance of pupils in nursery, primary and secondary schools. This guidance has been introduced systematically only for pupils in the last year of primary school and those at secondary schools. The psycho-medico-social centres do not intervene at the nursery school stage or during the first five years of primary education, except where pupils with special problems are brought to their notice.

A Royal Decree of 23.6.1972 set up an Advisory Council (which did not commence operations until 1974, after its members had been appointed by Ministerial Decree of 29.8.1974) to coordinate work and activities connected with educational and vocational guidance.

1 - Primary school

The psycho-medico-social centres started work with the creation during the school year 1973-1974 of experimental classes for educationally-retarded children, and have gradually increased their activities. They plan to examine the pupils before 1 October, to give a reasoned view on each case, and to assess the level attained by pupils in the experimental classes, to see whether they can resume ordinary education.

In the modified primary education experiment which began in 1973, the assistance of the centres was requested

during the first years of primary education and at nursery schools, for compiling the initial files on pupils for the female teachers, and for constant collaboration with primary-school parents and teachers.

Since remedial and modified primary education classes are still at the experimental stage, there is as yet no legislation concerning them.

2 - Secondary and higher education below university level

The activities of the psycho-medico-social centres have also been stepped up in modified secondary education. In particular, regional commissions have been set up in every modified secondary education area enabling the counsellor-managers of the psycho-medico-social centres to discuss with representatives of the regional education offices the interaction between centres and schools.

These centres are also responsible for carrying out aptitude tests on female applicants for teaching posts in nursery schools.

3 - Special education

In implementation of the law of 6 July 1970 on special education, the Royal Decree of 27 July 1971 laid down the methods of organising guidance for pupils attending special schools or education sections. Seven specialised psycho-medico-social centres were set up with sole responsibility for the guidance of pupils receiving special education. In view of their special task, these centres are staffed more generously than usual.

Ministry of Employment and Labour

During the period under review, there has been no

change in the basic regulations described in earlier reports.

DENMARK

Introduction

In Denmark, educational and vocational guidance are the task of the authorities responsible for labour and education matters and (to a lesser degree) of the authorities concerned with social affairs, justice and defence.

Guidance within the purview of the Ministry of Education is characterised by the fact that certain important principles are now undergoing detailed review:

1. It is now generally accepted that what were previously known as "vocational guidance services" shall be called "educational and vocational guidance services", so that the developing preferences of young people according to the training facilities available throughout their education may be considered and dealt with in the same way as the choice of a profession, without identifying with that profession.

2. These two aspects are also linked with the work of educational guidance services designed to resolve students' individual social, economic, educational and personal problems.

3. There is an increasing tendency to incorporate educational and vocational guidance into the various school subjects and activities, so that education as a whole helps to give pupils the chance to choose their own careers.

Legal

The statutory and administrative regulations on which the organisation of the guidance services in educational establishments is based, date back to the primary school reform of 1958, and are contained mainly in the

following:

- Law on Primary Education of 8 May 1972;
- Education directives on educational and vocational guidance (Draft under study by the Committee on Elementary School Syllabuses, 1975);
- Training periods, study visits and courses in the context of educational and vocational guidance, planned by the Joint Committee of the Council of Educational and Vocational Guidance, and the Committee for Primary School Syllabuses, 1974;
- Law on High Schools of 10 July 1970;
- Decree of 16 June 1971 on teaching and regulations for the baccalaureate;
- Guidance and directives for teaching in high schools (Directorate General for High Schools and Terminal Examinations, 1971);
- Law on entrance examinations for higher education, of 11 May 1973;
- Decree of 24 April 1974 on secondary education and its terminal examinations;
- Guidelines and directives on preparation for the secondary education terminal examination (Directorate General of High Schools and Examinations, 1974);
- Law of 7 June 1972 on experimental vocational training;
- Allocation of duties of guidance counsellors and regulations on basic vocational training (Experimental Council for Basic Vocational Training, 1974);
- Proposals for the organisation of educational guidance at higher educational establishments (Report published by the Committee of the College of Rectors, 1969);
- Educational guidance for junior schools, 1966.

The above regulations also govern the activities of the services under the control of the authorities responsible for

labour questions. There need only be added:

- Law on vocational guidance of 3 May 1961;
- Directives on public guidance under the terms of the law (mentioned earlier) of 3 May 1961 (Directorate General of Labour, 1965);
- Circular of 22 May 1967 on the retraining law.

FEDERAL REPUBLIC OF GERMANY

The Employment Promotion Law of 25 June 1969, which forms the basis of vocational guidance, was discussed in detail in the 1971 report. The section of this law (paragraphs 25 - 32) concerning vocational guidance was not amended between 1971 and 1974.

The categories of people entitled to benefit from these measures for the sponsorship of vocational training, under the terms of paragraph 40 of the law, were extended as from 1 August 1974. Foreign nationals of non-Member States of the European Community may now also benefit from such measures, provided at least one of their parents has been legally resident and employed in the Federal Republic of Germany during the three years immediately preceding the period to which these facilities relate.

The amount of aid granted for vocational training (fixed by the regulations governing the measures to be taken for individual sponsorship, as laid down on 31 October 1969 by the Management Board of the Federal Office of Labour, pursuant to paragraph 40 of the law) has been modified several times in the light of changing economic conditions. The same remark applies to the regulations of 2 July 1970 of the Federal Labour Council regarding vocational sponsorship of handicapped persons.

The purpose of training sponsorship is to eliminate the economic obstacles to undergoing proper vocational training,

and so to contribute to the realisation of career aspirations.

Towards the end of the period to which the report refers, there has been some increase in regional mobility to facilitate vocational training. There has also been an increase in the facilities granted to persons entitled to the benefits of measures aimed at providing training for a trade. This particularly concerns handicapped persons, those who have not yet attained certain vocational standards, and young school-leavers whose low educational standard makes it difficult for them to find a training vacancy.

The regulations of 18 December 1969 of the Board of Management of the Federal Office of Labour regarding individual sponsorship of vocational training for persons receiving national assistance were revoked on 31 July 1974. Since then those attending appropriate training courses may benefit from the promotional measures under the provisions of the Federal Law of 26 August 1971 on the Promotion of Training.

The regulations of 18 December 1969 of the Board of Management of the Federal Office of Labour regarding individual sponsorship of advanced vocational training and vocational retraining were again extended on 9 September 1971.

FRANCE

The creation in 1970 of the National Office of Educational and Vocational Information (ONISEP) marked the beginning of the reform of guidance services which was improved and supplemented by particularly important measures between 1971 and 1974.

At the same time, fundamental measures were planned covering both the organisation of continuous training and apprenticeship, and the structures of educational and guidance services for pupils and students. These are worthy of mention because of their consequences for the duties and activities of the information and guidance services.

Continuous training provisions

Law No. 71/575 of 16 July 1971 provides a real "chart" of continuous training, designed to enable workers to adapt to changes in technology and working conditions, to foster their social advancement by opening the way to all levels of culture and professional qualification, and to contribute to their cultural, economic and social development.

The laws, decrees and regulations promulgated for this purpose include some which relate more particularly to the information and guidance services. These concern:

- training establishments; vocational training and social advancement are the subject of an agreed, co-ordinated policy. Agreement is reached and co-ordination takes place in the regional and Departmental committees where the heads of the Ministry of Education's information and guidance services for the academic district have their headquarters. These services make their contribution by training beginners and giving them information and guidance. Although not entirely new, the importance of this activity will constantly increase.

- the right to training leave: by affirming the right of employed persons to training leave throughout their life, the law creates a need for information, documentation and advice. This need is all the more urgent because the regulations on continuous training are naturally complicated owing to the wide range of individual situations. Some of the first users of continuous training will be the guidance counsellors preparing themselves to face these new responsibilities. An interdepartmental information scheme regarding continuous training has in fact been organised for their benefit.

Apprenticeship regulations

It had become necessary to revise the somewhat outdated

apprenticeship regulations, so as to bring this training system into line with current socio-economic developments, and to take account of changes in compulsory school age. This was the purpose of law No. 71-576 of 16 July 1971, which was promulgated at the same time as the law on continuous training.

This law states that apprenticeship is a form of education, covering two years and designed to give young workers who have completed their compulsory education, a general theoretical and practical training leading to an occupational qualification backed by a technical diploma. It also lays down the principle that this training is to be given partly at work and partly at an apprentice training centre, and should inter alia render those concerned capable of further occupational training.

These provisions show the great importance of the information, documentation and advisory activity of the information and guidance services which are necessarily involved, since the law provides that candidates for apprentice training must submit a detailed guidance recommendation issued by a body authorised for this purpose. Decree No. 72-280 of 12 April 1972 specified that this recommendation "will be issued, after an individual examination, by a public information and guidance centre or by a centre set up pursuant to article 39 of the Crafts Code (Code de l'artisanat). It concerns in particular the suitability of the apprentice for the proposed training. It must be accompanied by a certificate issued by the medical officer of the centre, or by an industrial or school medical officer."

The work of the centres on behalf of apprentices is particularly strengthened both by the law's administrative provisions and by its new concept of apprenticeship. Circular No. 73-139 of 13 March 1973 gave centres the necessary instructions for organising constant monitoring of the information and guidance of future apprentices, so as to ensure that the issuing of the guidance recommendation and the medical officer's certificate at the appropriate time forms part of a coherent and efficacious process.

Provisions concerning educational structures and the guidance of pupils and students

Between 1971 and 1974, important provisions (laws and regulations) were introduced concerning the information and guidance of pupils and students at the three levels of primary, secondary and higher education. These provisions lay emphasis on two essential points:

- guidance must be preceded by a systematic course of background information:

- guidance must be the result of full cooperation between those concerned (young persons, parents) and those whose duty it is to help them to make their choice.

They also enable guidance counsellors to take part ex officio at the various times at which the guidance recommendations are being prepared.

1 - Guidance of pupils on completion of elementary education

The decree of 10 March 1972 lays down the guidance methods to be used on completion of elementary education;

- families receive information about the proposed studies after completion of elementary education and on the guidance facilities available at the various stages of schooling. This information appears in a booklet issued to all parents each year free of charge by the National Office of Educational and Vocational Information (O.N.I.S.E.P.);

- every year, a commission set up in each primary inspectorate area examines the scholastic record of all pupils in the second year of the secondary course (5th year of study) and of pupils aged over 11 in the other elementary classes. A guidance counsellor is ex officio a member of this commission which decides in particular on admission to courses.

2 - Guidance of pupils in secondary education

a) Education "map"

In order to facilitate pupil guidance, decree No. 71-449 of 11 June 1971 laid down general principles for the "map" of State secondary schools. It provides for a system of schools to offer the various forms of education which enable guidance to be given according to pupils' aptitudes and interests and geared to the opportunities of absorption into the life of the community.

For this purpose, the school-age population has been divided into "school sectors" at the first stage (classes 6, 5, 4 and 3, corresponding respectively to the 6th, 7th, 8th and 9th year of study);

"school districts", at the second stage (classes 2 and 1 and terminal classes, corresponding respectively to the 10th, 11th and 12th year of study). A district comprises a certain number of school sectors (1).

The school districts gradually become educational units in which essential problems relating to teaching and guidance and to the continuous training of the teachers, are discussed. The guidance counsellors play a large part in organising a district. The network of information and guidance centres will be fitted into the "map" of districts.

b) New guidance procedures in public secondary education

Decree No. 73-129 of 12 February 1973 reforming public

(1) There are 420 school districts.

secondary education distinguishes between three stages: A pre-guidance stage, a stage at which the guidance decision is drafted, and a decision stage. The decree of 10 February 1973 and circulars No. 73-307, 73-308, 73-309 and 73-310 of 27 July 1973 lay down the implementation methods.

The following information is limited to describing the aspects of these new guidance procedures involving participation by staff of the specialised information and guidance services. Despite this participation, the staff still belong to their respective parent departments, and each guidance counsellor generally serves several schools.

The pre-guidance stage involves the provision of information, and discussions between teachers, pupils and parents.

In each department, the inspector of the academic district, assisted by an information and guidance inspector, is responsible for the planned activities. An information and guidance syllabus is drawn up and implemented under the responsibility of a headmaster, assisted by the board of governors. The headmaster sets up an organising group in which a guidance counsellor from the district information and guidance centre acts as technical adviser. His presence is particularly necessary, since it is not intended that the information procedure should be confined merely to distributing documents, but that it should be a genuine educational scheme making use of all available personnel and structural resources, and especially those of the social and economic environment.

The stage at which the guidance decision is drafted sets up a two-way exchange of views between the families, who express their wishes and the class council (conseil de classe), which gives its views on the provisional wishes and then explains its guidance proposals on the final wishes.

The guidance counsellor, who is ex officio a member of the class council, takes part in drafting the guidance

decision, and also contacts the families in order to reach agreement when differences occur, especially as regards choices which will sooner or later affect vocational training. Families retain a right of appeal and may require their child's case to be brought before an appeals commission whose members include the director of an information and guidance centre (C.I.O.); they may also demand that their child sit the entrance examination.

Decision stage. If the guidance decision means a change of school for the pupil (as often happens in the change from the primary to secondary stage, or from general to technical education) the Inspector of the academic district allocates the pupil to the new school at the proposal of an allocation commission.

The Inspector of the academic district is assisted in this task by the information and guidance inspector.

These are the main stages in the guidance of secondary school pupils in which information and guidance staff (information and guidance inspectors, C.I.O. directors, and guidance counsellors) participate following the reform. But the scope of their mission is wider in relation to teaching establishments and their staff. Since 1968 they have been ex officio members of secondary school boards of governors, and can participate in decisions concerning the organisation and running of these establishments. They currently make an important contribution to preparing teaching staff for their guidance responsibilities.

c) Guidance of students

The Higher Education Guidance Law of 1968 laid down that the universities should endeavour to provide the means of guiding students in making the best choice of their future occupation and of enabling them to acquire some basic training as well as scholastic knowledge for this purpose.

Circulars No. 349 of 23 May 1973, No. 103 of 30 October 1973 and No. 74-1030 of 16 April 1974 contain instructions for organising student information and guidance. The steps taken include the setting-up in each university of an "information and guidance cell" with the following duties:

- before entry to university, to collaborate in the information scheme for pupils in the final secondary education classes; this information scheme is initiated by the academic information and guidance services, which are responsible for the C.I.O.s.;

- at the time of registration and throughout the courses, to meet, inform and advise the students on the studies they can take and continue, and on their employment and career prospects;

- to gather at the university all useful reference material from the occupational sectors to which the various branches of study lead, and from all suitable bodies, in particular the O.N.I.S.E.P.;

- to supplement each cell's own information media by all other publicity media capable of reaching a wide public. In particular, to establish close links with broadcasting organisations such as the O.R.T.F.;

- to provide teaching staff with any cooperation or information they may require, especially as regards the organisation of guidance training provided for by law;

- to contribute, if so requested by the university, to all studies which may add to its information on implementation of the students' curriculum and their placing in employment, in addition to fostering the progressive implementation of a complete guidance process.

The setting-up of a university information and guidance cell presupposes that the university has drawn up a programme of action involving in particular the participation of all teaching staff in the task of guidance and the introduction of training courses organised with a view to

guidance, consisting of:

- further education, remedial, supporting and conversion courses, and training for transition to employment;
- guidance courses for students entering the university.

At the beginning of the 1975/76 academic year all universities will have an information and guidance cell, under the authority of the Dean of the university, headed by a university professor and assisted by a guidance counsellor. These counsellors will belong to a C.I.O. near the university, and share their working time between the university cell and the secondary schools where they are generally responsible for guidance for final classes, with a view to facilitating the transition from secondary education to university.

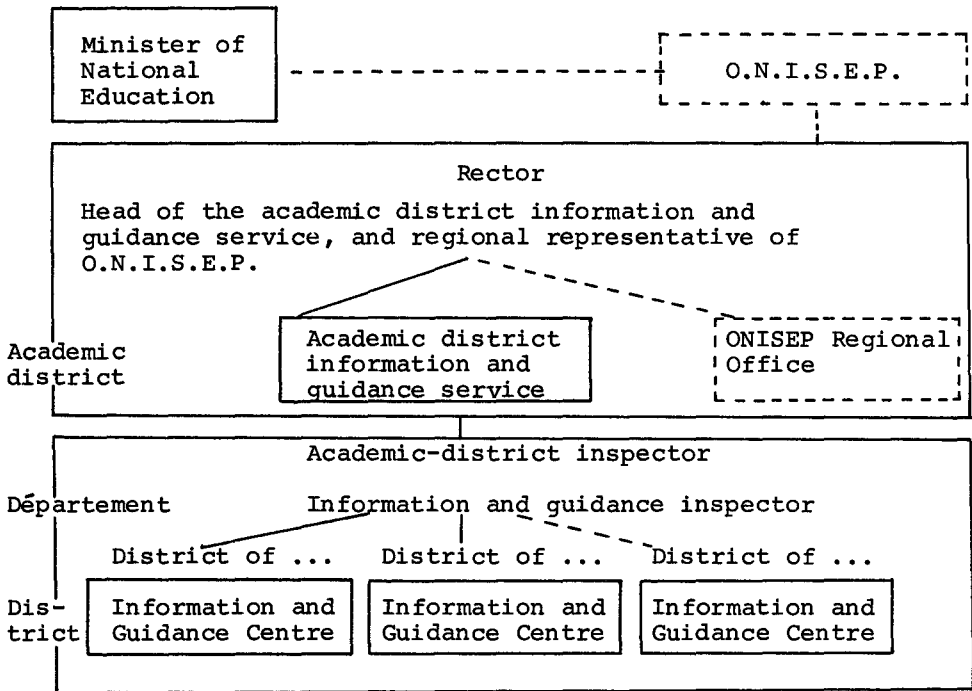
d) Provisions regarding Ministry of Education information and guidance services

1 - The services

The reform of the arrangements for specialised information and guidance services which began with the setting-up in 1970 of the National Office of Educational and Vocational Information (O.N.I.S.E.P.) was supplemented in 1971 by a reorganisation of the Ministry of Education information and guidance services.

The role and function of O.N.I.S.E.P. were described in the 1971 report of the Commission of the European Communities, which states that O.N.I.S.E.P. is a public body responsible in particular for producing documentation on information and guidance and distributing it to users. "Users" are services such as the Ministry of Education information and guidance centres or the local agencies of the National Employment Agency (Ministry of Labour), which are the only ones to have contact with the public.

The new organisation introduced by decree No. 71-541 of July 1971 concerns the Ministry of Education services responsible for public information and guidance (1).



(1) Organisation chart of information and guidance services.

The Ministry of Education headquarters draws up directives on information and guidance and coordinates the organisation of services. An Information and Guidance Division has been formed for this purpose, to act as a common reference body for the different branches of education.

In every academic district, responsibility for information and guidance activities is vested, under the authority of the Rector, in a Head of Service who also manages the ONISEP Regional Office.

An information and guidance centre will be set up in every school district by order of the Minister of Education; the larger districts will have several centres. These centres come under the authority of the academic-district inspector resident in the département; each centre is headed by a Director appointed by order of the Minister of Education.

The State, which already employs all staff at information and guidance centres, is gradually taking over responsibility for the centres themselves, which will thus become State services. At the end of 1974, 345 information and guidance centres (C.I.O.) were in operation, of which 82 were State services and 263 were managed by local authorities (generally the départements).

2 - Staff

In order to ensure the full efficiency of information and guidance services, decree No. 72-310 of 21 April 1972 laid down new Staff Regulations for their technical staff, improving their recruitment and training conditions and career prospects. The staff concerned may also perform their duties in Ministry of Education services other than the CIO, and in public establishments, especially ONISEP, for which this Ministry is responsible.

This provision enables ONISEP to utilise the expertise of information and guidance experts when preparing documents and studies. Its Regional Offices

in particular are headed by a CIO director, under the authority of a regional representative. This provision also enables bodies whose main duties are other than information and guidance (e.g. academic district offices for continuous training) to take account in their training activities of the need for information and guidance. This also permits them to take an interest in competitions for recruiting specialists in this field.

The Staff Regulations set out the functions of information and guidance inspectors, centre directors, and counsellors. Inspectors take part in the organisation, coordination and control of monitoring, information and guidance (circular No. 74-198 of 24 May 1974]. Recruited by open competition among CIO directors and guidance counsellors aged not less than 30 and having not less than 5 years' actual service, they are appointed in a département as technical advisers to the academic-district inspector. CIO directors are responsible for management of information and guidance centres, relations with outside bodies, and links with the world of employment. They are selected by competition among counsellors aged not less than 30, with not less than 5 years' actual service.

Guidance counsellors take part, under the authority of the CIO director, in the various information and guidance activities at all levels of secondary and higher education for which the centres are responsible. They must hold a certificate of qualification for the duties of guidance counsellor (CAFCO). This certificate is obtained by open competition among student counsellors who have completed a two-year specialised course at a training centre. There are now 8 such centres, generally controlled by the universities.

Provision is also made for a second type of competition which is open, as required, to candidates aged 35 or more who hold other certificates or diplomas considered equivalent.

Candidates for the CAFCO competition are appointed trainee counsellors and undergo a year's training at an information and guidance centre before being recommended for confirmation in the post.

Student counsellors are recruited by competition, either among candidates aged 35 or more who hold a first-stage higher education diploma (two years of study after the baccalaureate), or among permanent teaching staff and permanent staff of the Ministry of Education services and institutions, who must not be more than 40 years of age, must have a baccalaureate or equivalent certificate, and have had five years' actual service in their duties. During their training, the student-counsellors are regarded as trainee civil servants and receive a salary. At present two hundred student counsellors are trained each year.

There are as yet no provisions regarding other categories of staff employed at the information and guidance centres, i.e. welfare assistants (a limited number, as yet), medical officers (who have generally attended a course in guidance medicine) and administrative staff (who form part of the university's administrative establishment).

Since 1971, an annual circular lays down the requirements for organisation of continuous training activities for the benefit of staff employed in the information and guidance services. The intention is to give these staff additional training to enable them to cope with their various duties, and to keep up with developments in science, technology and methods. Although originally devised for guidance counsellors only, some of these training activities are now also available to other people responsible for guidance (headmasters, teachers, parents, etc.).

3 - Functions

The variety and scope of the functions of information and guidance centres, as compared with the means at their disposal, led the central administration to issue circular No. 134 on 20 September 1972 instructing centres to confine their efforts to really pressing cases.

Three priority objectives were laid down:

- the first concerns reception of the public at information and guidance centres. Every request must be met, and the centres must become genuine meeting and discussion places.

- the second concerns responsibility throughout the school district, bearing in mind that every case does not necessarily call for the same degree of intervention, and that guidance counsellors cannot handle all the activities connected with information and guidance. They must in particular act as leaders of groups of pupils, parents and teachers, and mobilise all the local representatives of the different sectors of the economy who are capable of making a contribution. In the case of secondary schools, the attention paid to the first stage will obviously be continued and extended in the second stage.

- the third priority objective concerns the relations that have to be established by the guidance counsellors with educational establishments, and especially with headmasters, the principal teachers and those responsible for the documentation centres of these establishments.

Lastly, two circulars (of 13 July 1971 and 1 June 1972) contained directions for achieving lively co-operation between the information and guidance services and the National Employment Agency. Here, the aim is to provide young people with better information on vocational training and make it easier for them to start their first job in satisfactory conditions.

IRELAND

1 - Ministry of Education

Vocational guidance for schoolchildren is the responsibility of the Ministry of Education, although the Ministry

of Labour, acting through the National Manpower Service, maintains very close contacts with the schools.

The rapid economic expansion of Ireland in the '60s was accompanied by a considerable increase in guidance facilities for pupils. The introduction of free secondary education in 1967 and the raising of the compulsory school-leaving age in 1972 revealed new guidance requirements for secondary school pupils.

Systematic guidance services date from this period, and because of their very recent origin still lack a definitive structural and legislative basis.

2 - Ministry of Labour

The Ministry of Labour is responsible for adult vocational guidance.

In 1967, that Ministry commissioned a number of experts to investigate the organisation of the employment service, which subsequently became the National Manpower Service. In their report submitted in 1968, the experts recommended inter alia that the Employment Offices for young persons should be kept separate from other services, and that a vocational guidance service for adults should be set up.

The Ministry generally accepted these recommendations, and gave priority to the development of the Youth Employment Service. Not until 1974 was the go-ahead given for the initial measures (whose contents will be discussed in Section II) to set up a vocational guidance service for persons who have left the State school system.

ITALY

As far as the regulations relating to the Ministry of Labour and Social Security are concerned, the provisions

governing the transfer to the Ordinary Regions of the functions allocated to them by Article 177 of the Constitution (Presidential decree No. 10 of 15 January 1972, implementing articles 17 and 18 of law No. 281 of 16 March 1970) came into force on 1 April 1972.

These provisions transferred to the Regions the administration of vocational training which was previously the responsibility of the Ministry of Labour and Social Security, in all matters connected with the organisation and running of vocational training courses and further education courses for apprentices.

However the State, in the shape of the Ministry of Labour and Social Security (Arts. 7 and 8 of the decree cited) retains responsibility for control over the award of professional qualifications for employment purposes; supervision of compliance with social legislation; control of apprenticeships; international relations and conventions, and coordination of requests to the European Social Fund for contributions; vocational training of Italian migrant workers; payment of grants to the Regions concerned for training or retraining courses in cases of the conversion or closing down of firms or the establishment of new industries of national importance, or in the case of artistic or highly-specialised activities; the provision of training and refresher courses for vocational-training staff.

With the exception of guidance and occupational training for people injured at work and disabled persons (which has become the responsibility of the Regions) the State retains specific responsibility for vocational guidance and will continue to perform its duties, particularly in the field of vocational guidance for apprentices and young persons attending vocational courses.

Mention should be made of the recent formation (Presidential decree No. 478 of 30 June 1973) of the Institute for the Development of Vocational Training of Workers (ISFOL), a public body which has its head office in Rome and enjoys autonomy as regards its administration and

assets. The functions of this Institute comprise studies and research for national planning and coordination of vocational training; the technical assistance necessary for training and retraining courses for which the State is responsible; adequate technical assistance to the Regions; any other study and research work entrusted to it by the Ministry of Labour; initial training and refresher courses for training staff, and pilot experiments.

The funds needed by the State and the Regions to carry out their respective duties continue to be furnished by the Fund for the Vocational Training of Workers (FAPL). Under the terms of article 17 of Presidential decree No. 10, the Regions receive 75% of this fund and the State receives 25% for its residual duties. Art. 17 also lays down the basis on which it is shared between the individual Regions. The Special Regions also receive a share until such time as the regulations on vocational training in implementation of their respective statutes are promulgated.

LUXEMBOURG

No special provisions have come into force during the period under review. The latest to which we can refer is the decree of 30 December 1969 of the Minister of National Education and Labour, already mentioned in the previous report (1971), which set up a Commission of representatives of the Ministry of National Education and of the National Office of Labour for the purpose of coordinating the work of documentation, information and guidance, and of harmonising the working methods of the educational and vocational guidance services.

NETHERLANDS

In the Netherlands, government action in the matter of vocational guidance (vocational guidance and information)

is governed by the 1930 Employment Law, as amended on 24 February 1960. Article 3 of that law confers responsibility for government action regarding vocational guidance on the National Office of Labour, which in 1965 became the "Directorate General of Employment" (1).

The Vocational Guidance Council was set up by law in 1963. This Council has the task of advising and assisting the Government on matters relating to vocational information and guidance.

The Employment Bill now being drafted will contain new regulations on vocational information and guidance, and will also stipulate the powers and duties of institutions other than the Directorate General of Employment. The vocational guidance provided by certain guidance offices (Catholic, Protestant and others, in particular) are governed by the "National scheme for subsidising vocational guidance". This system, which dates back to 1962, was extended on 1 September 1968 to enable the institutions concerned to provide systematic vocational information. The main change in the above subsidy system between 1971 and 1974 (other than changes in detail) was a reduction in the rate of subsidy from 75% to 70%.

During the period under review no progress has been made on drafting a new Employment Bill, and there has been no major change in the matter of vocational information and guidance.

The law does not expressly provide that teachers

(1) This Directorate General is part of the Ministry of Social Affairs, and is responsible in particular for the Manpower Offices at which the youth counsellors provide vocational information, and the guidance counsellors vocational guidance.

should provide vocational information, nor is this the subject of any specific training, although because of the extension of the "Office of the School Dean" (cf. Section II (A.2d)), many teachers do this work. Moreover, the law allows this information to be furnished in the course of other educational activities.

UNITED KINGDOM

Introduction

This is the first report on vocational guidance presented to the Commission by the United Kingdom since it joined the Community. Although it is submitted as part of the report on developments in the period 1971-1974, it was considered desirable to provide a more detailed account of the development of the public service provisions as background information.

Since vocational guidance services in the United Kingdom have long been provided by the Careers Service (previously the Youth Employment Service) as well as by the Employment Service Agency (previously Employment Service of the Department of Employment), the report covers these two services. There is also some provision of vocational guidance services by private agencies in the United Kingdom, but this report is confined to the public service provision.

Legal and Administrative Development

Legislation for the provision of a public employment service, including a vocational guidance service for young people, has existed since the 1909 Labour Exchanges Act. Initially, "Juvenile Employment Offices" were set up as separate sections of the adult labour exchanges, but

quite soon thereafter the 1910 Education (Choice of Employment) Act gave powers to Local Education Authorities (LEAs) to run their own offices if they wished. At this point, an agreed working procedure provided for the Education Authorities who set up their own bureaux to take care of vocational advice or guidance, while responsibility for placing school leavers remained with the Labour Exchanges.

From this time onwards a number of changes occurred, but the passing of the 1948 Employment and Training Act revised the structure of the Youth Employment Service provision and also provided the legislative basis for the public Employment Service as a whole.

The Ministry of Labour was given a duty to provide employment and training services and had power to authorise LEAs submitting suitable schemes to operate a Youth Employment Service for those under 18 (or over if still at school). The LEA Youth Employment Services, like the adult service, continued to calculate and pay National Insurance benefits. Government financial support for the LEA youth employment services was increased to 75%. Where Local Authorities did not provide a service the Ministry of Labour (later Department of Employment) provided it on similar lines to those of its own adult service.

As a further means of promoting youth employment, Local Authorities who had organised a service were required to appoint local committees to advise them on the operation of the service. A National Youth Employment Council was also set up at the Ministry of Labour to advise on policy and administration of the Youth Employment Service.

During the currency of this legislation the first specialised occupational guidance service for adults was introduced by the Department of Employment - the Occupational Guidance Service. The need for a service providing vocational guidance facilities for people outside the scope of the Youth Employment Service, and going beyond the information and advice service already available, was recognised around the middle 1960's. After an experimental period in 1966/67, it was decided to offer this type of service for people aged over 18 as part of the adult service provisions of the Public Employment Service. A similar service was also provided in Northern Ireland.

After a further review by the Government of public employment services, a major reorganisation of the services was undertaken and put into effect by the Employment and Training Act 1973. Under the Act, government employment and training services were placed under the management of an independent Manpower Services Commission (MSC) with two executive agencies: the Employment Service and Training Services Agencies (ESA and TSA).

The age-based division between an adult and youth employment service disappeared. Because the vital task of starting young people on their careers involved a large element of careers guidance which took place in an educational context and which needed extending to people in further and higher education, all LEAs were given the statutory duty to operate from 1 April 1974 (16 May 1975 in Scotland) a Careers Service to provide a vocational guidance service for people attending educational institutions other than universities, an employment service for those leaving them, and the power to extend these services to others who wished to use them.

Government control of the new Careers Service is

less detailed than before the new Act. The competent Local Authorities must operate their services in accordance with general guidance issued by the Secretary of State for Employment, and must provide him with any information he requires (usually statistics) and provide his officers with facilities to obtain information about the running of the service.

The Secretary of State's functions in respect of the LEA services, the formulation and issue of statutory guidance and the processing of information are now carried out by the Careers Service Branch, the reorganised and renamed Youth Employment Branch of the Department of Employment.

Responsibility for the administration of National Insurance benefits was removed from employment work both in the LEA services and the new public employment service.

Despite the duties and powers conferred on LEAs, the MSC's responsibility extends over the whole employment field and young people may, after leaving school, use either the new employment service (including the Occupational Guidance Service) of the appropriate MSC office or their LEA Careers Service.

In reaching this decision to remove the age and responsibility divisions between the two services, the Government was influenced by the fact that some young people were disinclined to return to an education based service and it seemed wrong to deny them access to another public employment service which might meet their needs.

Section II

ORGANISATION - FINANCE - STAFFING

A - Organisation - Finance

BELGIUM

Ministry of National Education

Development of the number of
Psycho-medico-social Centres and
Educational and Vocational Guidance Services

State sector	1971	1972	1973	1974
Psycho-medico-social centres	37	37	41	44
Specialised PMS Centres	3	7	7	7
Educational and vocational guidance services	1	1	-	-
National training centre	1	1	1	1
Sub-total of State sector	42	46	49	52

Subsidised sector
Official centres and services

Psycho-medico-social centres	5	5	5	6
Specialised PMS centres	-	1	2	2
Educational and vocational guidance services	1	1	1	1
Sub-total of official sector	6	7	8	9

Private centres and services

Psycho-medico-social centres	49	50	50	50
Specialised PMS centres	-	11	19	20
Educational and vocational guidance services	54	57	61	61
Sub-total of private sector	103	118	130	131
Sub-total of subsidised sector	109	125	138	140
Grand total	161	171	187	192

Development of budget
(in millions of Belgian francs)

	1971	1972	1973	1974
Cost of staff at State Centres	126	143	190	245
Miscellaneous grants - Subsidised sector staff	193	232	310	340
Extraordinary expenses (premises and equipment)	10	30	8	27
Grand total of budget	394	480	568	680
Percentage increase per annum	15,6%	21,8%	18,3%	19,7%

Ministry of Employment and Labour

It was stressed during the 1973 National Education Conference that the vocational information and guidance services were still insufficiently developed.

It was in the light of this fact that the staff of the employment services have been increased by 222 specialised employment exchange officials, 131 vocational guidance counsellors and 20 social assistants. The psychological service has also been increased by 6 psychologists and 6 psychology assistants.

Moreover, this service has been decentralised (the number of centres has been increased from 8 to 13) to provide a better service of a more regional character, to the charge of a total of 30 psychologists and 43 psychology assistants.

The medico-psycho-technical service budget (staff pay) was about 14 million B.F. in 1971, 15 million in 1972, 22 million in 1973 and 24 million in 1974. About 600,000 B.F. were allotted for psychotechnical equipment in 1971; 990,000 in 1972; 1,130,000 in 1973 and 1,370,000 in 1974.

DENMARK

An Educational and Vocational Guidance Council has been set up to coordinate guidance, comprising in particular the authorities responsible for education and manpower, together with the main employers' organisations. This Council works largely through temporary or permanent sub-committees.

Ministry of Education

Public educational and vocational guidance is provided in all types of schools. School hours may be extended for this purpose, unless guidance is included in some general subject.

This gives a choice of further studies, draws attention to personal aptitudes, and helps in training and guidance for an occupation in the light of the socio-economic circumstances.

Provision is made in this context for meetings, information sessions and other forms of activity which facilitate subsequent choices.

Individual guidance is provided in limited cases only in primary and high schools. It has nevertheless recently been introduced both into the new forms of schools and preparatory courses for the entrance examinations for higher education (1968) and into basic vocational training (1972). In any case, particular importance is attached throughout the training sector to cooperation between educational establishments and the public vocational guidance service run by the National Office of Labour.

Vocational guidance is compulsory as from the seventh year of elementary school. During the ninth and tenth years, almost all pupils spend one or two periods of one or two weeks in industry or training establishments. Vocational guidance is also provided in colleges of further education and youth schools, but is not compulsory.

High-school pupils receive 14 hours' group guidance spread over their three years of study. This guidance is based on two publications, "Choice of section at high school" and "Choice of occupation " (Vols.1 and 2), published by the Directorate General of Labour in collaboration with the Directorate General of High Schools and Preparatory Courses for Higher Education Entrance Examinations. In addition, all types of school receive from the Directorate General of Labour documentation comprising curricula, course syllabuses, etc.

In secondary education courses, which last for two years, there is a system corresponding to that in high schools although the number of hours of group guidance is less.

The main aim of the guidance system introduced for the two-year preparatory courses for higher education entrance examinations is to guide students towards higher education or towards subsequent training, geared to the socio-economic background into which all must be absorbed.

It must however be admitted that whilst group educational guidance tends to be mainly directed towards individuals, the present system does not permit satisfactory individual guidance.

Ministry of Labour

Vocational guidance is linked in Denmark to the National Office of Labour, which has the task of placing people in employment free of charge, thereby making its own contribution to the choice of training or occupation.

Public vocational guidance, which is based on I.L.O. recommendation No. 87 of 1949, is available individually or collectively to all, irrespective of age. Individual guidance applies to both young persons under school-leaving age and school leavers, and to adults of all ages who form an increasing part of its clients. These latter include young persons wishing to change occupation or training (e.g. after military service); women wishing to return to employment; skilled craftsmen desirous of further training; and persons who wish to undergo vocational retraining.

A medical officer is attached to every National Office of Labour to give individual vocational guidance. Psychologists also assist the vocational guidance officers, who may thus arrange for psychological aptitude tests where these seem necessary to complete the vocational guidance. The decision whether this examination is necessary or not rests solely with the vocational guidance officers.

Group educational and vocational guidance is provided in particular in the various types of school. School teaching is at times carried out in collaboration with the local guidance officers, who help schools considerably by organising vocational courses, study visits to industry and training establishments, and other activities which facilitate a subsequent choice of occupation.

Thanks to the increased number of counsellors employed in educational and vocational guidance, it has been possible to increase the guidance service provided at the various types of schools, to organise information and refresher courses for teachers on the problems of guidance, to take an active part in meetings organised for parents and pupils by employees' and employers' associations, and to assist with vocational guidance in connection with military service.

Vocational training

Before the end of 1970, a reform in the vocational training sector enabled the apprenticeship system to be replaced by a series of basic vocational training schemes in which the first year's training is given at school as the first stage in preparation for a main occupational sector; eight or nine sectors are planned. Vocational specialisation occurs during and in particular after the basic year, and guidance is a prerequisite for this. This vocational guidance was prescribed by art. 3 of the law of 7 June 1972, on "experimental vocational training" which speaks of providing any person wishing to receive training with guidance which takes account of personal problems with a view to the choice of training and an occupation.

The reason for this institutionalisation is the organisation of training so as to permit gradual occupational specialisation in a given sector and to facilitate the choice between the opportunities of education and training, either within or outside the experimental system.

This is the reason for the creation of a Vocational Training Research Council which, according to the law, is appointed by the Minister of Education for the purpose of fostering (under the aegis of the Minister) the planning and implementation of training.

In October 1972, this council set up an Educational and Vocational Guidance Committee, charged with studying questions concerning the introduction and organisation of basic vocational training. This committee includes representatives of employers, the public vocational guidance service of the Directorate General of Labour, the vocational schools and the authorities under the control of the Ministry of Education. The questions to be resolved by this committee include the training of guidance officers, collaboration (as regards guidance) with other types of schools, provision of information, and the drafting of proposals concerning the admission of pupils.

The training of guidance officers will be referred to in paragraph B1 of this section concerning the vocational training of staff.

Collaboration with other types of school involves in particular elementary schools, where the pupils are recruited and where the educational guidance staff take part in the information meetings and discussions between teachers and pupils.

The creation of this new training system represents an attempt to tailor the information to the needs which have emerged.

For the school year 1975-76, pamphlets both of a general nature providing information on all the experimental sectors (building, printing, commerce and administration, iron and steel, agriculture, the food and service sectors) and of a specific nature for each individual experimental sector, have been published and circulated.

The Guidance Committee has arranged for the new system of vocational training to be described in the publications on vocational guidance used in elementary school teaching.

Audio-visual aids describing guidance in relation to basic vocational training are also in preparation. These slides will be used in the 9th and 10th elementary school years.

This new system of training, using in particular this enlarged guidance organisation, finally proposes to give pupils an opportunity to arrive gradually at a choice of a course of training and an occupation, in the light of their aptitudes and knowledge.

Advanced training

An educational guidance service has been set up for Teacher Training Colleges and seminaries for training teachers for nursery schools, youth clubs and welfare institutions.

An information and guidance system is now being set up in the Universities and some colleges, but no decision has yet been made regarding a generalised system.

Finance

As far as the Ministry of Education is concerned, the guidance services are separately planned and financed for each sector of the education system; only in some sectors can expenditure on guidance be distinguished from other general expenditure on education. And since guidance in schools (especially group guidance) tends to be incorporated in the general syllabus, it will be difficult in future to give exact figures on the cost of guidance.

Responsibility for administration currently rests with the local authorities or with the Directorate General for High Schools and Preparatory Courses for Higher Education Entrance Examinations, which has a counsellor whose duties include, in addition to psycho-educational guidance, collaboration with the other Directorates General of the Ministry of Education and with the Directorate General of Labour.

During the last three school years, the pay of these teachers with responsibility for vocational guidance has been as follows:

	1972-73	1973-74	1974-75
	(in millions of crowns)		
Vocational guidance in high and secondary schools	1.0	1.4	2.3
Educational guidance for preparatory courses for higher education entrance examinations (duration 2 years)	3.1	4.1	4.8

The exact value of the figures should be considered in relation to the number of students in the respective schools and courses:

	1972-73	1973-74	1974-75
	(number of pupils)		
High and secondary schools	42,283	44,690	44,681
Preparatory courses for higher education entrance examinations	8,903	11,171	12,203

FEDERAL REPUBLIC OF GERMANY

Organisation

On the basis of the Employment Promotion Law (paragraphs 3 and 4), sole responsibility for organising vocational guidance rests with the Federal Office of Labour, a public body enjoying administrative autonomy. Nine Land Manpower Offices, each with a Division responsible for vocational guidance and employment, come under the control of the Federal Office of Labour. The Land Manpower Offices have 146 Local Manpower Offices and about 550 auxiliary offices. The Manpower Offices are responsible for the actual running of vocational guidance services. Each of them, and almost one third of the auxiliary offices, permanently employ vocational guidance specialists.

Finance

As in previous years, the cost of equipment (real expenses) for vocational guidance has increased during the

years 1971-1974:

Expenditure on	1971	1972	1973	1974
	(in millions of DM)			
Measures concerning vocational information and guidance	13,5	16,7	18,8	22,3
Purchase of methods and appliances for psychological tests, including maintenance	0,6	0,4	0,6	0,7

There has also been an increase in expenditure on vocational guidance staff (pay and emoluments). This expenditure was about 83 million DM in 1971, 101 million in 1972, 118 million in 1973 and 132 million in 1974.

Expenditure on vocational guidance includes a contribution to the running of the manpower services as a whole, e.g. for the use of premises, use of central services, cost of basic and advanced training, etc...

FRANCE

Development of services

The number of public information and guidance centres rose from 243 in 1970 to 348 in 1974; this means that during the period 1971-1974, 105 new centres (82 of which are State services) were created. This effort is continuing in 1975 in order to increase their number to 383, of which the State will be completely responsible for 128. The structure is therefore now very close to that proposed to serve the 450 school districts. The achievement of this objective will be further facilitated by the branches which exist in almost all the

districts which still have no centres.

Year	State CIO	Local authority (département) CIO	Total CIO
(1970)		243	243
1971		256	256
1972		269	269
1973	30	275	305
1974	82	266	348
(1975) estimated	128	255	383

Development of expenditure chargeable to Ministry of Education funds

The State is responsible for the salaries of all staff of information and guidance centres (CIO), whether these are operated by the State or local authorities, and for the cost of running, building and equipping State-operated centres. These are the costs shown in the table below, which also shows State grants to local authorities for the construction of the centres managed by them. It does not show the running costs met by the local authorities for the centres managed by them.

The budget of the Ministry of Education "Guidance" programme also includes grants by the Ministry for the operation of ONISEP, and payments to teachers for their part in the guidance of pupils.

Ministry of Education expenditure on guidance (in millions of French francs)									
Years	I - Ordinary expenditure								II-Capital expendit.
	C.I.O.			Staff training (4)	Grants		Payments to teachers (7)	Total (3,4,5,6,7)	Installations and equipment
	Staff (1)	Operation (2)	Total (1 + 2) (3)		ONISEP (5)	Optional guidance centres (6)			
1971	42,1	-	42,1	4,2	27,3	0,2	115,0	188,8	1,5
1972	80,4	-	80,4	6,4	28,0	0,2	119,0	234,0	6,6
1973	94,7	6,0	100,7	7,3	33,5	0,2	126,1	267,8	7,0
1974	108,7	5,9	114,6	7,5	37,9	0,2	145,5	305,7	7,0
(1975)	140,0	6,5	146,5	7,6	42,0	0,2	328,6	524,9	7,0

This table clearly reveals the effort made by the Ministry of Education on behalf of the information and guidance services during the period 1971-1974; the running costs of the centres have almost trebled; those for staff training have almost doubled, and the grants to ONISEP have also increased considerably.

It should be noted that under the new Staff Regulations increased qualifications and responsibilities are reflected in increased remuneration, that of guidance counsellors being currently on the same level as that of permanent teachers in secondary schools.

IRELAND

Ministry of Education

General control of the educational and vocational guidance system is the responsibility of the Psychology Service of the Ministry of Education. This service has twenty psychologists responsible for coordinating the work of and giving the necessary help to the teachers who give guidance in schools.

At present some 90 teachers per annum are trained in pupil guidance, and if this rate of development is maintained, guidance services are expected to be available for all secondary school pupils within the next five years.

Schools with over 250 pupils employ a supernumerary guidance teacher. If any school finds difficulty in recruiting a qualified guidance teacher, a member of their normal establishment can be nominated to attend (on full pay) one of the training courses organised by the Faculty of Psychology of Dublin University and the "Mater Dei" higher educational institution which will be mentioned in section IV.

The hours spent on pupil guidance can reckon as teaching hours, subject to a minimum of twelve hours per week. The guidance teacher must also spend at least three hours giving guidance to groups numerically equivalent to a class.

Supplementary provisions

1 - Plans have been made to give financial aid to schools which have a guidance teacher, to enable them to obtain psychological tests for guidance purposes. Three quarters of the cost of the tests are reimbursable under the plan.

2 - Regulations on the construction of new school buildings provide for certain premises to be used by guidance services (a room for interviews and a classroom for group tests), subject to a maximum space allowance of one tenth of a square metre per pupil.

Ministry of Labour

As the first step in providing a guidance service for those who have finished compulsory schooling, three serving employment officers were selected in 1974 to undergo 9 months' training leading to a diploma in vocational guidance. It was decided at the same time to recruit by competition three guidance counsellors who had already obtained their diplomas. These six officers will form the nucleus of a new service which will be extended to all the main offices of the National Manpower Service, subject to availability of funds.

The vocational guidance officers will share the premises provided for the National Manpower Service officers.

Since these officers will be established civil servants of the Ministry of Labour, their pay and other expenses will be chargeable to that Ministry's budget.

ITALY

1 - Central organisation

The vocational guidance services (for which an annual sum of some 2,000 million lire is earmarked in the budget of the Fund for Vocational Training of Workers (FALP) - see section I) are managed for the State by the National Accident-Prevention Organisation (ENPI). An agreement between that organisation and the Ministry of Labour is renewed annually, subject to approval by the Council of State. The latest renewal covers the period 1 July 1974 - 30 June 1975.

Under this agreement the ENPI, using its own organisation and staff of technicians and specialists, undertakes to assist in dealing with the problems of career choice and advancement by means of medical and psycho-social guidance. The ENPI uses medical examinations and psychological aptitude tests to determine the aptitudes and preferences of each candidate, so as to guide him towards the trade or profession best suited to his ability and personality.

The service is available to:

- a - workers (unemployed or not) needing help in choosing suitable specialised courses;
- b - young workers needing help in choosing normal courses;
- c - apprentices needing help in choosing employment;
- d - emigrant workers.

The service provided comprises in particular:

- 1 - an initial medical examination and subsequent check-ups;
- 2 - briefing those receiving guidance, arousing their interest and taking action in the light of individual circumstances throughout the training or apprenticeship period.

All the guidance activity of ENPI is supervised and controlled by the Ministry of Labour either directly or through its local offices to ensure that proper action is taken at the right time.

As stated, all this activity is financed by the Fund for Vocational Training of Workers (FALP), administered by the Ministry of Labour and Social Security. Financing consists in detail of:

- a - a flat-rate grant of 10,000 lire per capita in respect of each person taking advantage of the guidance service;
- b - a flat-rate grant for specific services (medical and psycho-social) reimbursable on the basis of duly-approved expenditure estimates, after submission of the prescribed supporting documents;
- c - a grant, to be determined from the relevant estimates and in the light of available funds, for setting up new Vocational Guidance Centres, for conducting research and studies, and for the preparation of pilot experiments.

The schedules of costs incurred are submitted half-yearly to the Ministry of Labour which allots the sums by its own order in the case of apprentices, and by interdepartmental order, approved by the Treasury, in other cases.

Other agreements exist with the Centro Nazionale Opere Salesiane (CNOS) and the ACLI National Vocational Training Organisation (ENAIP). However, since the vocational guidance provided by the National Accident-Prevention Organisation (ENPI) accounts quantitatively for over 95% of all such activity, the information in later sections will relate to the work of that Organisation under its agreement with the Ministry of Labour.

2 - Local organisation of vocational guidance centres

In the period under review the following ENPI branches have provided vocational guidance services through their own Industrial Medicine Offices (IMI) and Psychology and Psycho-Sociology Offices (CPPL):
Alessandria, Ancona, Aosta, Arezzo, Ascoli Piceno, Bari, Bergamo, Bologna, Bolzano, Brescia, Cagliari, Campobasso, Caserta, Catania, Foggia, Frosinone, Genoa, La Spezia, Latina, Leghorn, Massa Carrara, Messina, Milan, Modena, Naples, Novara, Padua, Palermo, Pavia, Perugia, Pescara, Piacenza, Ravenna, Salerno, Sassari, Savona, Syracuse, Taranto, Terni, Turin, Trento, Trieste, Udine, Varese, Venice, Verona, Vicenza.

LUXEMBOURG

The information in previous reports regarding organisation and finance still applies.

There are 3 vocational guidance centres which regularly serve smaller centres throughout the country, so as to cover rural areas also, and are concerned in particular with young persons who have completed elementary schooling (12-13 years of age) and have to choose between secondary education (classical or modern) and vocational training.

The annual budget amounts to some 330,000 Luxembourg francs.

NETHERLANDS

1 - Organisation of vocational guidance activity

The following organisations currently provide educational and vocational guidance services in the Netherlands :

- a) the vocational guidance sections of the Regional Manpower Offices (Government offices);
- b) local-authority vocational guidance offices;
- c) special vocational guidance offices (denominational or otherwise);
- d) private psychology institutes;
- e) school psycho-medico-educational services.

A - Vocational Guidance Sections of the Regional Manpower Offices

The Directorate General of Employment of the Ministry of Social Affairs comprises a headquarters office, District Labour Offices, about 90 Regional Manpower Offices, about 40 auxiliary offices, and some 25 adult vocational training centres. Public vocational training is one of the responsibilities of the Directorate General of Employment.

In order to carry out this duty properly, about 45 Regional Manpower Offices have one or more guidance counsellors whose sphere of activity generally extends beyond their own office to that of other nearby regional or auxiliary offices which have no guidance counsellor of their own. When necessary, they stay there for some time.

Administratively, the guidance counsellors operate under the direct control of the Director of their Regional Office; they receive from the headquarters offices (via the District Offices and the directors of the Regional Offices) directives and advice relating to their work. Responsibility for technical organisation is vested in the head psychologist and the outstationed psychologists.

Guidance Counsellors have a triple task:

1) to give educational and vocational guidance to persons applying to Regional Manpower Offices for guidance;

2) to examine on behalf of the Employment Sections of Regional Offices applications for employment, so as to determine which occupations are suitable for each applicant (this includes the special sections dealing with employment of the handicapped) (1). The guidance counsellors are not responsible for finding employment for applicants, and they do not undertake selection on behalf of the employers (2);

3) to ascertain whether prospective applicants for Adult Vocational Training Centres are suitable for technical vocational training.

Under current practice, the examinations mentioned in sub-paragraph 2 are not really to be considered as vocational guidance, but rather as selection for admission to training courses; this point will not, therefore, be dealt with in the report which follows.

The headquarters office of the Directorate General of Employment has a Vocational Guidance Division under the direction of a chief psychologist, assisted by a number of psychologists whose duties include organisation of the work of the guidance counsellors from a technical/psychological point of view. They are also required to assist clients, look after the staff of guidance counsellors, and resolve difficult cases. They also attend conferences and committee meetings as technical advisers.

(1) This task acquired particular importance during 1973 and 1974 owing to considerably increased unemployment in the Netherlands.

(2) Experiments to help employers to fill vacancies are being carried out as part of the "New-style employment office" project ("enquiries into better employment placing").

B - Municipal vocational guidance offices

Various municipalities had already set up vocational guidance commissions or offices at the beginning of this century, but these offices, except for the one at The Hague, had to close down in about 1930 for economic reasons. Their number is now very small. These offices belong to the Netherlands Vocational Guidance Association.

C - Special guidance offices

This category includes in particular offices belonging to the Catholic or Protestant authorities, though there are also non-denominational special offices.

These non-profit-making offices generally have the legal form of foundations. The special offices, the oldest of which were set up at the beginning of the century, were generally members of one of the following central organisations which were founded in the 1920's or thereabouts;

- Netherlands Catholic Vocational Guidance Centre;
- Christian Educational and Vocational Psychology Centre;
- Association for the Promotion of Vocational Guidance Information.

This latter organisation also included the municipal vocational guidance offices.

The three central organisations in turn created in 1926 a "Central Cooperation Committee for Vocational Guidance" which promoted the common interests of all member vocational guidance offices. In 1974 the three central organisations and the central committee were disbanded and their duties taken over by the "Netherlands

Vocational Guidance Association" (Nederlanse Vereniging Beroeps-Keuzewerk - N.V.B.) which had meanwhile been formed, and of which most of the special offices are now members. The N.V.B. represents in particular the special and municipal guidance offices vis-à-vis the Ministry of Social Affairs in respect of all questions concerning vocational information and guidance.

The powers of the special offices vary considerably between one office and another; the sphere of activity of some of them is confined to the locality or immediate vicinity of the centre, whilst others are responsible for anything from part of a province to a number of provinces.

The clientele of some offices is also spread throughout the country. Some of them have branches at various places or attend at places outside the centre's area. Other offices have outstations at a number of places. Foundations which have one or more vocational guidance offices and wish to obtain a State grant must limit their activities to vocational information and guidance. For instance, they may not extend their activities to other fields such as the selection of staff for employers, or advice in matters of education and industrial psychology. The guidance counsellors who work with the organisations mentioned in paragraphs a, b and c have two representative organisations, the Netherlands Association of Public Guidance Counsellors, and the Union of Netherlands Guidance Counsellors.

D - Private psychology institutions

These institutions are privately run by one or more psychologists. Vocational guidance generally forms only part of their activity, which includes personnel selection, psychological consultations required by firms or requested by individuals, etc. Since these institutions receive no grant from the public authorities or the organisations,

and their fees are consequently high, they generally deal only with cases involving particular problems. Some of these institutions are members of the "Netherlands Vocational Guidance Association" mentioned earlier.

2 - Organisation of vocational information

A - Vocational information for young persons

In The Netherlands, contrary to the practice in neighbouring countries, vocational information is kept separate from vocational guidance. This situation is the result of the development of the Manpower Offices.

In the '50s or thereabouts, the demand for vocational information at Manpower Offices reached such proportions that it threatened greatly to overload the employment officers and guidance counsellors. To prevent uncontrolled development the National Office of Labour conferred official status on information work (1960] and entrusted it to Youth Employment Officers whose duties, in view of the increased work so caused, were changed to the extent of including youth counselling (1965]. Vocational information involves both the public and private sectors. So far, most of the work has devolved on staff paid by the State, i.e. the Youth Counsellors employed by the Manpower Offices.

Private vocational guidance offices have as yet taken very little part in group vocational information, for reasons detailed in paragraph C.2.

Vocational information in the Netherlands makes use of the latest equipment. Wide use is made of audio-visual media, such as display panels, screens, slides, films and television. Much use is also made of the press and exhibitions to disseminate information. Efforts are also

made to promote vocational information progressively by meetings of parents, visits to employers and periods of occupational practice at employers' premises. Most of the information material is prepared on the orders of the Directorate General of Labour and used by the deans of schools and by the private organisations, as well as by the staff of this service.

In the case of vocational information for young persons, a distinction must be made between group and individual information.

B - Group vocational information for young persons

This is mainly provided in schools, and is divided into three different successive phases: preparatory information; general vocational information; specialised vocational information (see section IV, A.2, regarding vocational information methods).

C - Individual vocational information for young persons

This information is given to young people attending school by the "school deans" and in some cases by the Youth Counsellors and staff of the special vocational guidance institutions. In many cases, this information helps in the choice of further education with a view to training for an occupation.

The aim in all cases is to ensure that young persons asking for a job without vocational training, and those who leave before completing their further education, have a chance before entering employment to talk (preferably in the presence of their parents) to the Youth Counsellor at the Manpower Office.

D - Educational and vocational information in education

In further education, educational and vocational information is provided mainly by the "school dean", a teacher who is responsible in addition to his normal duties for helping pupils choose their studies or occupation; he follows a short course of lectures to prepare him for this task.

In the course of time real cooperation has developed between the school deans, the guidance counsellors of the private bodies and of the Manpower Offices, and the latter's Youth Counsellors.

Educational and vocational information is also provided by the "Schools Advisory Services" (Schoolbegeleidingsdiensten] of the Ministry of National Education and Science.

The "Schools Advisory Services" are organisations which, whilst concerned with providing educational assistance and advice directed to the pupil as an individual, are also concerned with teaching staffs and the improvement and reform of teaching as such. These organisations go under a variety of names, such as educational service and consultation, educational advisory service, psycho-educational centre, etc. The concentration of assistance on "the pupil" is the result of the merging of a number of previously separate services, such as the psychological service, social educational action, and educational and vocational rehabilitation and guidance services. The "reform" may be the outcome of local activity or a scheme carried out from beginning to end by the National Educational Centres.

There are at present 30 services of varying scope, experience and capacity for action, covering most of the country. On the whole, it may be claimed that the first steps towards efficiency have been achieved but much is still necessary in order to improve the whole structure.

3 - FINANCE

1 - Vocational guidance

Since 1952, the Ministry of Social Affairs has paid grants to the special vocational guidance organisations which are non-profit-making corporate bodies. New legislation on grants came into force on 1 January 1962, and lays down inter alia conditions regarding examination methods and the duties of the staff of the guidance services. The current rate of grant is 70% of running costs, provided these do not exceed the proposed expenditure on the State's own Vocational Guidance Offices. Moreover, the State grant is reduced when an organisation's total revenue exceeds a specified maximum. These provisions obviously tend to limit the expenditure of the special vocational guidance organisations.

The amount earmarked in the estimates of the Ministry of Social Affairs for grants to special vocational guidance organisations was as follows in 1971, 1972, 1973 and 1974 respectively; 7,065,000; 8,488,000; 9,552,000 and 11,700,000 guilders.

Expenditure on public vocational guidance services is included under the general heads of the estimates covering overall expenditure in the employment sector.

2 - Vocational information

Regional Manpower Offices

The amount included in the State budget for vocational information is not known, since it forms part of a head of the estimates covering operating costs of Manpower Offices as a whole.

As regards the sums allocated for vocational information in the public sector, we can quote by way of illustration the

funds earmarked for the division dealing with "Study of and information on occupations". This is shown as a separate head in the estimates, and involved the following sums for 1971, 1972, 1973 and 1974 respectively 700,000; 650,000; 550,000 and 600,000 guilders.

Special vocational guidance offices

The new 1962 grant regulations mentioned earlier were supplemented on 1 September 1968 by a series of provisions designed to enable special vocational guidance organisations to provide systematic information, if on a limited scale. In principle, the entire cost is borne by the State; but so far only very limited use has been made of these facilities, as paragraph C.2 shows.

Schools

The teaching and administrative staff of schools is now largely financed by the local authorities. An estimated sum of 25 million guilders was allocated to these services in 1972. The Ministry of National Education and Science made grants to them of 780,000 guilders in 1971 and 1,780,000 guilders in 1972. These grants were increased to 5,580,000 guilders in 1973, and even further in 1974.

In 1973, the Ministry of National Education earmarked 140,000 guilders for training "school deans". There is no separate head in the estimates for the work of "school deans". On principle, every school tries to give the school dean one or more hours of paid work. In order to determine how many hours' work are necessary, the Netherlands Association of School Deans uses the formula $3d + \frac{y}{100}$ (d = number of deans; y = number of pupils), though this is not compulsory.

UNITED KINGDOM

1 - Organisation of Careers Services

Local organisation

Each Local Education Authority (LEA) determines the detailed organisation of its own careers service. There are, however, many organisational factors common to all the various careers services. Each service is under the jurisdiction of the LEA's Chief Education Officer and his Local Education Committee and is headed by a Principal Careers Officer (PCO). In some LEAs the PCO may have the status of Assistant Education Officer and may also be responsible for careers teaching in schools.

Each service is based on one or several district careers offices within the LEA area, staffed by careers officers (COs) and clerical support staff. The offices are open to the public and should offer a wide range of careers information and literature in addition to a vocational guidance and placing service. Careers officers based in each office have an individual 'caseload' of pupils, usually in their penultimate or ultimate years at school, for whom they provide vocational advice and guidance supplemented by all necessary information, through group talks and interviews in school. In many schools, individual teachers have specific responsibility for careers education. Careers Officers cooperate closely with such members of staff.

National and regional organisation

At national level the Secretary of State's responsibilities are carried out by the Department of Employment Careers Service Branch which forms part of the Manpower General Division of the Department's Headquarters.

This branch formulates and administers central government policy in respect of the careers services with the help of the Department's regional staff, and processes statistics relating to the employment of school leavers and others using the careers services. It also has general responsibility within the Department for matters relating to the employment of young people.

In each region in England the Secretary of State is represented by a Regional Director of the Department of Employment, whose work includes the provision of a link with the LEA Careers Services. Assistant Regional Directors (ARDs) and Assistant Directors have particular responsibility for this link.

The ARD is responsible for interpreting policy to the LEA services, advising them on the running of their services and fostering cooperation between each Careers Service and the Employment Service and Training Services Agencies of the MSC (1).

He is assisted in his work by local Careers Service Inspectors who have specific responsibility to advise the LEAs on the operation of the service and who, with the competent Ministry Inspectors, inspect and report on the operation of each Careers Service.

Currently the Secretary of State has no statutory body to advise him on policy for the careers service, but is considering establishing a Careers Service Advisory Council for this purpose in the light of recommendations made by the old National Youth Employment Council.

(1) Manpower Services Commission (MSC)

2 - Organisation of the Employment Service Agency

Local organisation

Since October 1974, in the context of the Department of Employment's regional organisation, a specialised Occupational Guidance Service has been integrated into the three-dimensional organisational structure developed by the Employment Service Agency as the standard form of the public employment service for the future. This structure allows those concerned to obtain literature themselves and provides employment advice through specially trained advisers at the first two levels, while at the third level the Occupational Guidance Service provides, inter alia, a specialised facility for those who need help in choosing a career or occupation on entry or re-entry into the employment field, or who (whether employed or not) are considering a fundamental change of occupation. Staff of the Service do not themselves participate in placing work, but work in close cooperation with the staff of the Jobcentres, Employment Officers and the PER recruitment service who provide help in securing suitable employment or training courses for all those who seek to benefit from this kind of assistance.

The service is based on Occupational Guidance Units (OGUs) at 45 centres covering the whole country. Thus each Unit serves a much wider catchment area than those covered by the individual Jobcentres or Employment Offices. Where the demand is sufficient to justify this action, staff of the Units provide a part-time service at other centres within their catchment area. Since the beginning

of 1971 the number of these Units has been increased from 32 to 45. Units are staffed by specialist officers of Executive grade and various clerical staff; management is in the hands of a Higher Executive Officer. Professional support is provided by the Agency's psychologists and where necessary by external psychologists on a casual basis.

National and area organisation

Control of the Occupational Guidance Service formally passed from the Department of Employment to the Employment Service Agency on the Agency's establishment in October 1974. The Agency's field structure divides the country into three divisions, each headed by a Divisional Director. Each Division has certain service areas in charge of a manager. The 18 service areas are each further subdivided into a number of districts under a District Manager. In those Districts where an Occupational Guidance Unit is located, the Unit Leader reports to the appropriate District Manager, although the catchment area of each Unit may embrace a number of other Districts.

The 18 areas concerned each have a cadre of psychologists, who provide, inter alia, professional support for the Occupational Guidance Units within their own area.

At the national level, coordination of the service rests with a Section of the Director of Services Branch in the Agency's Head Office. This Section works in close cooperation with the Agency's Psychological Services Branch and the Head Office Staff Training Manager, who is responsible for provision of training courses for Occupational Guidance Service personnel.

3 - Budget

LEA expenditure on the Careers Service is assisted by Central Government through the Rate Support Grant (RSG). The amount to be included in respect of the Careers Service, in the total of Local Authority expenditure for Rate Support Grant purposes, is discussed with the Local Authority Associations. They are not asked for a forecast of expenditure.

Formulae for the distribution of the Rate Support Grant assistance to local authorities are prepared in consultation with the Local Authority Associations. Central Government does not specify the different elements covered by the total sum of RSG given to an individual Local Authority and Authorities apportion the amount they receive as they think fit (subject to their performing their statutory duties in a manner satisfactory to the Secretary of State). The national element for the Careers Services in the total sum of Rate Support Grant is, however, approximately 0.2%.

Local Authorities specify the amount spent on various services, including their Careers Service, under separate headings in the annual return of expenditure which they make to the Department of the Environment.

The cost of the Occupational Guidance Service for the 3 complete financial years within the period of the report was as follows:

1971/2	£598,000
1972/3	£629,000
1973/4	£789,000

In 1973 an experiment was launched in a limited geographical area to provide more positive evidence of the latent demand for this type of adult service. The result showed that, among the public at large, there were many who might benefit from this type of service. This,

together with the increasing numbers of people using the developing Jobcentre network, shows the need for further expansion of the Service. Accordingly the Agency has plans to expand the existing service significantly over the next 5 years, but the extent and pace of this expansion depend on the availability of staff and funds, bearing in mind other pressing claims on the Agency's resources.

B - Staffing

BELGIUM

Staff increases in State psycho-medico-social centres

	1.9.1971	1.9.1972	1.9.1973	1.9.1974
Counsellor/Managers	40	45	48	51
Counsellors	77	83	98	124
Vocational training assistants	20	20	22	25
Social assistants	88	93	103	119
Nurses	149	154	172	183
Office staff	70	79	92	102
Total	444	474	535	604
Percentage increase per annum	+ 5,7%	+ 6,8%	+ 13,1%	+ 12,9%

DENMARK

1 - Ministry of Education

The four Directorates General of the Ministry of Education have the following administrative staff for the guidance services: one full-time school inspector; four part-time counsellors; and three office secretaries.

Elementary schools, further education schools and schools for young people

In 1971 63, in 1972 88, in 1973 98 and in 1974 134 of the 275 local primary schools had appointed part-time teachers as educational and vocational guidance counsellors in elementary schools.

Moreover, in 1975 about 150 schools had appointed a teacher for each school to coordinate guidance work and contacts between counsellors, vocational guidance officers and others interested in pupil guidance.

Some 100 teachers work half-time as counsellors for pupils receiving specialised education.

Besides teaching their various ordinary subjects, the teachers themselves provide specific educational and vocational guidance in elementary schools and in schools of further education and schools for young persons. The number of such teachers cannot be accurately stated.

The Ministry of Education and the Danish School of Advanced Teacher Training periodically organise qualifying courses in guidance. Despite this, it has not yet been possible to ensure that those concerned are properly qualified.

High schools, secondary courses, course of preparation for higher-education entrance examinations

The teachers responsible for vocational guidance in high schools and secondary courses are nominated by their school and also teach other subjects. Vocational guidance does not rank as a separate subject but represents a small part (one or two hours of the 22-23 hours of teaching per week) of a teacher's time.

From 1972/73 to 1974/75, the number of teachers responsible for vocational guidance in high schools and secondary courses increased from about 250 to 275.

In the courses of preparation for higher-education entrance examinations, those responsible for guidance are also all teachers who are appointed by their school and teach other subjects; guidance is not a separate subject, but nevertheless occupies between one third and half of their time. The number of guidance staff in these two-year courses increased between 1972/73 and 1974/75 from about 160 to 175. To these figures must be added some 60 guidance staff in 1974/75 for specialised evening classes where pupils study only one subject and can sit a higher-education entrance examination in three years or more.

There is no basic training either for the teachers responsible for vocational guidance or for the educational guidance staff. However, optional one-week introductory courses on guidance problems are organised. The Directorate General of High Schools and Courses of Preparation for Higher-Education Entrance Examinations has played an active part in efforts to create a common guidance training.

Vocational training

In the basic vocational training sector, guidance staff are appointed from the teachers at the schools, and their guidance work is regarded as a continuation of their teaching duties. Guidance staff now (April 1975) number about 50. To enable them to perform their duties, they are allowed one hour per week of their total working hours for every 10 pupils. These officially designated guidance staff also attend a series of courses for a total of 6 periods of a fortnight each, in addition to their vocational and teacher training.

In particular, these courses include:

- 1 - Basic course centred on practical guidance and the importance of group work;
- 2 - Method and theory of guidance;
- 3 - Rudiments of training;
- 4 - Study of occupations and social questions;
- 5 - Theoretical principles of guidance;
- 6 - Specialisation courses for each research sector.

Advanced training

This mainly concerns questions connected with the administrative problems or those relating to information or further training for carrying out the duties of instructor.

In 1975 there are some 100 persons (more or less) performing these duties, of whom only 20 or 30 are employed full-time.

2 - Ministry of Labour

The Directorate General of Labour (in particular in the central department of public vocational guidance) employs

a total of 28 persons who deal with administrative and information duties, and vocational and industrial psychology matters. This number of officials, of whom 8 are psychologists and 10 are university-trained, did not change between 1971 and 1974.

About 140 vocational guidance officers work at the national employment offices, about 50 of them half-time; these figures were largely unchanged during the period under review. These vocational guidance officers are generally chosen on the basis of their training and teaching/social experience.

After appointment, the vocational guidance officers attend a compulsory in-service training course lasting 20 weeks; the training, which is both theoretical and practical, is supplemented (though to a very limited extent) by a period of practical training. This training is followed by subsequent short retraining or specialisation courses.

FEDERAL REPUBLIC OF GERMANY

Staff totals rose as follows: 3,995 posts in 1971; 4,337 posts in 1972; 4,388 posts in 1973, and 4,707 posts in 1974.

The 4,707 posts in 1974 were made up as follows:

Central service staff	56
<u>Land</u> Manpower Office staff	222
Manpower office staff, comprising:	
- Executive grades	337
- Vocational guidance counsellors for the handicapped	152
- General vocational guidance counsellors	1,476
- Vocational guidance counsellors for holders of a secondary school-leaving diploma and for university students	349
- Psychologists	280
- Other officers	1,844

The psychologists of the Federal Office of Labour Psychological Service work only part-time on vocational guidance.

About 55% of the tests compiled by the psychological service are used for vocational guidance purposes.

The vocational guidance services may also arrange for clients to undergo a medical examination or obtain an opinion from the Federal Office of Labour Medical Service, as regards their professional aptitude. In

1974 the establishment of the Federal Office of Labour included 317 medical officer posts. The vocational guidance service was responsible for 12% (about 34,200) of the medical examinations carried out or opinions given in 1974.

The number of posts for young officers under training was 404 in 1971, 576 in 1972, 550 in 1973 and 410 in 1974; to these must be added 18 trainee counsellors in 1972, 49 in 1973 and 65 in 1974, engaged in a new higher technical training course.

The training of vocational guidance counsellors, which hitherto has had a practical bias, now tends towards scientific studies at the Federal Office of Labour's Technical College at Mannheim. Basic studies, which last for four terms and include courses in psychology, teaching, sociology, economics and law, are supplemented by one-week specialised courses on particular questions and matters which will be the subject of teaching, and also by practical training in Manpower Offices, in industry and in teaching. Overall training takes three years, and is followed by an examination leading to a degree of "Verwaltungswirt, Fachrichtung Arbeits- und Berufsberatung" (Administrator, specialising in vocational guidance and training). The first guidance specialists to undergo this training finished their studies in 1975.

Vocational guidance of those holding diplomas in secondary education and of university students is the responsibility of specialists holding a diploma in higher studies, who have undergone a year's training to familiarise themselves with the particular problems of their duties.

FRANCE

Staffing_trends

Between 1971 and 1974 all the heads of the information and guidance services of academic districts were appointed, whilst the number of inspectors rose from 26 to 60 in 1974. At the same time, the increase in information and guidance centres resulted in the creation of 95 posts of centre director and 554 posts of guidance counsellor.

In 1975, 17 inspector, 33 director, and 200 guidance counsellor posts are scheduled.

Moreover, in order to cope with the need for qualified staff, the capacity of the training machinery has been increased and the number of trainee-counsellors qualifying annually rose from 195 in 1970 to 400 in 1974.

Years	Head of Academic District Information/Guidance service	Guidance Information Inspector	CIO Director	Guidance Counsellors	Trainee Counsellors	Social Assistants	Administrative staff
(1970)	2	26	275	1,337	195		
1971	14	26	283	1,487	230		
1972	20	26	303	1,584	230	99	938
1973	23	9	353	1,789	320	93	978
1974	26	60	370	1,891	400	97	983
(1975) estimated	26	77	403	2,091	400	97	1,058

IRELAND

1 - Ministry of Education

The most recent figures available refer to September 1974. At present 287 teachers are responsible for guidance in secondary schools in Ireland:

Secondary schools (classical)	197
Secondary schools (technical)	69
Comprehensive schools and local authority schools	21
Total teachers responsible for guidance	287

2 - Ministry of Labour

Staff of the adult vocational guidance services will work under the direct control of the Regional Directors of the National Manpower Service. A psychologist specialising in vocational problems will be employed by that Service and have technical responsibility for the guidance services.

As a general rule clients will have an initial interview with the employment office staff, who will refer to the guidance counsellors the cases which require

their advice; the guidance counsellors may in turn refer the more complicated cases to a psychologist.

The new service is intended essentially for adults (unemployed in particular), for those wishing to change employment, and for married women wishing to resume employment.

ITALY

Numbers of staff employed by the guidance services at the ENPI offices listed on a previous page have varied as follows during the period under review:

	1971	1972	1973	1974
Psychologists and guidance counsellors	270	288	344	354
Medical officers (including specialists)	460	509	504	562

During the course of their duties, the above staff have also been involved in refresher training schemes connected with study and research groups at the respective offices.

LUXEMBOURG

In the period concerned there has been no change in the number of staff (8 persons).

NETHERLANDS

1 - Vocational guidance service staff

The vocational guidance offices have various categories of officials, i.e. guidance counsellors, assistant guidance counsellors, psychologists, assistant psychologists, administrative assistants, and medical officers.

The number of these staff employed by the different offices varies.

Preparatory training for the post of guidance counsellor is provided by the Tilburg Educational and Vocational Guidance Advisory Academy. The educational day courses start in August and last three years and five months. Prospective candidates must:

- 1) hold a diploma of secondary school studies or higher vocational teaching;
- 2) take part in a day of guidance activity;
- 3) have an interview with a professor of the academy.

There are virtually no age limits for admission to the courses, but a candidate is expected to be sufficiently mature. 50 - 60 new pupils are admitted annually. The curriculum includes inter alia a knowledge of the type of education and occupations, psychology, teaching methods and sociology, psycho-cultural training regarding in particular methods of vocational information, psycho-analysis, and interview and guidance techniques.

The third year of study is devoted to two 5-month training periods in the vocational guidance institutions. Tuition fees are payable in accordance with the School Fees Law of 1972.

Part-time training starts in January and lasts for four years, with one day's teaching per week; but these

courses are not organised unless there is evidence of necessity and sufficient interest. Conditions of admission are the same as for day courses, but there is an age limit: pupils must not, in principle, be aged under 23. The curriculum (240 hours' study per annum) comprises much the same theoretical and practical subjects as the day courses. After two years' study, pupils are employed as assistant guidance counsellors.

Qualification for the duties of guidance counsellor is officially recognised by a certificate awarded by a special Commission to candidates who show that they satisfy certain training requirements and have certain practical experience. However, pupils who have successfully completed the day courses generally receive this certificate without more formality than recognition of the studies undertaken.

Most of the guidance counsellors now employed at the vocational guidance offices were trained through one of the part-time courses that have been organised for the last 20 years in Utrecht by the "Foundation for Training Social Workers". In 1957, the duration of this training was fixed at 3 years. In 1971, this part-time training was taken over by the Tilburg Academy.

The psychologists of the Guidance Offices are university-trained and usually hold a degree in psychology from a Netherlands university. After two years' practical vocational training work they can obtain a certificate showing they are qualified to perform the duties of vocational counsellor, but must in any case pass an examination on the organisation of education and knowledge of occupations.

There are no special courses for psychological assistants, who can in any case sit an examination organised by the Netherlands Institute of Psychologists.

Vocational Guidance Section of the Regional Manpower Offices

The number of guidance counsellors and assistant guidance counsellors employed by the State totals about 130. This figure was virtually unchanged during the period concerned.

In September 1974 some psychologists were attached to the central service to help the guidance counsellors in their work. Moreover, most of the Regional Manpower Offices with a vocational guidance section have the services of an assistant psychologist, whose main task is to give a technical opinion in difficult cases. These assistant psychologists number about 30; they work part-time, and their fees are related to the number of examinations carried out.

If a medical examination is necessary, the Manpower Office guidance counsellors can refer to the medical officers permanently attached to such offices. The vocational guidance sections at these offices also have one or more administrative assistants.

Special and local-authority guidance offices

The number of staff in these offices varies considerably. The number of guidance counsellors, for instance, is relatively lower than in Regional Manpower Offices, but the number of psychologists is proportionately higher. Thus in the course of recent years, the number of counsellors has gradually increased both relatively and absolutely. In about half these offices the psychologist also performs the duties of guidance counsellor.

In 1974 the special and local-authority offices used in all about 75 psychologists and about 200 guidance and assistant guidance counsellors. All the offices also employ one or more administrative assistants and psychological assistants.

Private psychology institutes

These are staffed principally by psychologists and assistant psychologists. The larger institutes also have administrative staff.

Refresher courses

Refresher courses are organised from time to time for guidance counsellors from vocational guidance offices, and every year some of these counsellors from both public and private offices attend them in order to bring their training up to date.

2 - Vocational information staff

Regional Manpower Offices

A - Staff

The following table gives a general picture of staff dealing with young persons at Manpower Offices:

Categories	1971	1972	1973	1974
Youth counsellors	94	93	79	78
Assistant counsellors	73	66	57	77
Other staff	28	34	32	25
Total	195	193	168	180

B - Training

Until recently, staff were recruited almost exclusively by the "long" method, which involved candidates with secondary education who subsequently took the part-time higher and advanced courses for social service staff, becoming

fully qualified after about 7 years' study. These two series of courses, each lasting about 3 years, were provided by the "Foundation for Training Social Workers", and in the South of the country by the Catholic Institute in Tilburg. This training touched inter alia on such subjects as sociology, philosophy, economics, labour legislation and the study of occupations.

But since this very lengthy method of recruitment supplied only a limited number of the necessary staff, especially because it offered the option of entering other professions, and proved unable to keep up with the changing situation, a "short" method of recruitment was introduced in 1970: in other words, we turned to candidates who, by reason of their previous training, were wholly, or almost wholly, qualified for the duties they were to perform.

The following types of training were considered: training for guidance counselling, modern teaching methods, academic sociology or examination for sociology candidature, psychology and social education. Since the 1971 school year, training courses for social service officials have also been available at the Educational and Vocational Guidance Academy at Tilburg. The central service of the Directorate General of Labour also organises regular training sessions for Youth Counsellors.

Towards the end of 1974 a 16-day practical course stressing the practical aspect of information was introduced to complete the training of the new Youth Counsellors.

Special_vocational_guidance_offices

A - Staff

The Special Vocational Guidance Offices also provide systematic vocational information. The number of persons involved full-time in this information work is not known, though it is relatively modest in comparison with the number of Youth Counsellors at the Manpower Offices. Moreover, this information work also falls mainly on the already-overworked guidance counsellors,

with the result that, although it is linked in this way with vocational guidance, it is performed at the expense of vocational guidance work. In fact these special offices already find it impossible to cope with all requests for vocational guidance, and are thus usually obliged to make a very limited number of staff available for vocational information work.

These offices consider the amount of the statutory grant for information material to be generally insufficient.

B - Training

Please see paragraph C.1 above regarding training of staff expressly intended for vocational information duties.

3 - Managerial staff of schools

Office of school dean

a - Staff

The number of "school deans" on 1 January 1973 was as follows:

Pre-university and general secondary school section (VWO - HAVO)	685
General secondary education section	850
Special education sector	220

b - Training

The Central Training Service (C.B.O.) is responsible for training deans of pre-university and general secondary schools, on behalf of the National University Educational

Information Commission. Since 1973 this series of courses has comprised five sessions of about one and a half day each, dealing with the sphere of activity and practical organisation of the activities concerning school deans and information techniques.

Other topics are tackled by means of discussions or "round tables", including preparation for university studies, contacts and cooperation with other specialised institutions and organisations, psychological tests, studies, documentation and scientific research in the field of vocational guidance.

The series of courses is organised annually, and each participant receives a certificate of attendance at the end of the course.

Training of general high school deans (MAVO) is organised by the Tilburg Academy of Educational and Vocational Guidance at various places in the Netherlands on eight successive Thursdays, using the same curriculum and organisational methods as for the courses for deans of general secondary and pre-university schools.

However, there is as yet no specific training for deans of technical and vocational colleges.

School managerial staff

The school staff comprise a varying number of psychologists, educationists, specialists in the various branches of education, social assistants, and rehabilitation section teachers. In some cases the school staff includes guidance counsellors, and specialists in phonetics and other complementary subjects.

It is not possible to give figures for the staff of these services.

UNITED KINGDOM

Careers Services are staffed by officials, many of whom have undergone a full-time training course in vocational guidance.

Based in local offices, their duties include vocational guidance interviews and advice to pupils during their final years at school and to students in higher and further education establishments, and the establishment of good liaison with employers within their area to assist the service in its work of placing young people in employment and to increase their knowledge of the world of work.

The management structure of each service is based on the Principal Careers Officer, his deputy and, in larger LEAs, area or district officials responsible for local offices. LEAs may where necessary appoint "specialist" officials with particular responsibility for specific groups of clients such as older and more able school leavers, handicapped young people, the unemployed and the disadvantaged.

Each Careers Office has clerical staff, called employment assistants in some services, whose duties include the reception of clients, administrative duties connected with the compilation of educational statistics, preparation for the officials of information on individual clients, processing medical reports and other official forms and duties connected with the placing service operated from the office. This latter duty includes screening and classification of any vacancies notified by employers (1).

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- (1) As a temporary measure additional financial resources have been made available until 31 March 1977 to strengthen the Careers Service to help deal with a rise in unemployment among young persons.

In some services, employment assistants accompany the officials to the various schools to give the pupils information on the placing services available to them when they have finished school.

Basic training for Careers Officers is a one-year full-time course for the Diploma of the Local Government Training Board. The courses are run in 13 full-time training centres throughout the United Kingdom. A two-year in-service training course for the Board's Diploma is also run in five regional centres. Students attend on a day-release basis or regularly on block release. The Regional In-Service Training Committees established in consultation with the Department of Employment for in-service training leading to the Board's Diploma, are responsible for stimulating training within their areas and encouraging LEAs to mount in-service courses for staff. These regional committees operate short full-time courses to train officials, combining periods of training with in-service supervised activity, and in-service training courses for specialist officials and management training for Principal and Deputy Principal careers officers. Staffing levels and needs are determined by the individual LEAs.

DE Careers Service Branch, however, have suggested a ratio system to help LEAs. The ratio is devised by dividing the number of 14-year old pupils in the area by the number of officials' posts, with allowances for administration and specialised work. On this basis, the staffing ratio for 1974 was one official to approximately 400 pupils, a ratio already achieved by some LEA services.

The expansion of the service into higher and further education will put additional strain on existing manpower and financial resources. Where LEAs have yet to expand into this sector, central government have recommended that they develop the service by phases, to prevent activity in this new sector depriving the existing school services of officers.

Staff for the Occupational Guidance Service are carefully chosen on the basis of experience and their personal suitability for the work. The majority of those selected have already had experience on employment work and may have specialised in the fields of Youth Employment Careers advice, Professional and Executive Recruitment, or the resettlement of handicapped people.

The high degree of competence required is ensured not only by the careful selection of staff but also by the high quality training and the continuous acquisition of detailed and up-to-date knowledge. Each basic training course is limited to groups of 10 to ensure the necessary personal attention. Training concentrates on developing appropriate interviewing techniques, on the assessment of abilities, attainment, interests and disposition, and on the development of Occupational Guidance knowledge by means of special research and information on the various careers. Closed-circuit TV and videotapes are used to assess and examine the exercises so as to improve interviewing techniques; in the latter part of the course, the interviews are conducted with real clients. Interviewing exercises are interspersed with lectures and demonstrations.

Great importance is attached both in the course itself and throughout the period of their attachment to a service to the acquisition of the necessary occupational knowledge by Guidance Officers. Two weeks in the middle of the course are devoted to the study of occupations, and during his service each official devotes part of his time to developing his knowledge of occupational subjects and of current guidance practice. After working in a Unit for nearly four months, Guidance Officers then attend a two-week advanced training course, which includes lectures and discussions with guidance specialists and practical activity.

All guidance officers are trained in the use of an occupational interest inventory (the Kuder Preference Record) which is usually given to young people entering employment for the first time; the test can be used for older people if the Guidance Officer thinks it advantageous.

Section III

DEVELOPMENT OF OCCUPATIONAL GUIDANCE ACTIVITIES (1971-1974)

A - Young people

BELGIUM

Ministry of National Education

In 1972, an information pamphlet (of which 6,000 copies were printed) entitled "Waarheen na het Secondair Onderwijs (Chances offered by Secondary Education) was circulated. It is a guide for students of higher secondary schools - but is also intended to help parents and those interested in training - and gives a systematic survey of the guidance available at university and other levels. It was decided to publish a revised edition in 1974.

The series of "Beroepsflashes" (brief career guides) which give some idea of the value of the diplomas and aptitudes required for certain occupations and their career and personal development prospects, continues to be updated. These guides are brief monographs on occupations, intended for staffs of psycho-medico-social centres responsible for giving information to pupils and parents.

A descriptive volume of some 500 occupations is in preparation for circulation to a wide public.

"PMS - Leven" (PMS - Living) is a two-monthly magazine intended for the further training of technical staff at State psycho-medico-social centres.

DENMARK

Now that the period of compulsory school attendance has been increased from 7 to 9 years, young people receive better educational and vocational guidance. A series of vocational training courses has been organised for young people, particularly in the more depressed areas.

The Directorate General of Labour is drawing up a descriptive classification of occupations (a sort of encyclopaedia describing some two thousand different kinds of occupation and training), and also publishes each year a new edition of the publications on educational and vocational guidance, which can be used in teaching during the last year of elementary school, at high schools and in preparatory courses for higher education entrance examinations. The publications of the joint committee set up by the Vocational Guidance Development Council and the Committee for Elementary School Syllabuses are also revised annually. The Directorate General of Labour also produces updated publications containing increasingly complete information. These publications, which contain educational guidance, school syllabuses, statistics and miscellaneous reports, are intended for vocational and educational guidance staff, teachers at the various schools, counsellors responsible for rehabilitation and retraining of workers, and for libraries.

FEDERAL REPUBLIC OF GERMANY

Introduction

In the Federal Republic of Germany, responsibility for guidance work is placed by the Employment Promotion Law on the Federal Office of Labour, and in particular on the Vocational Guidance and Employment Division. Its clients are persons without vocational training or with a maximum of three years' occupational experience, and persons desirous of taking training courses. These applicants

for vocational guidance are primarily pupils and students.

As in previous Reports, clients who have completed their schooling during the year are considered "young persons", whilst those who have left school earlier are considered "adults".

In addition to the kind of vocational guidance described, the Federal Office of Labour acts as labour adviser to employers and employees, furnishing (independently of placement in employment) information on the labour market situation, the trend of occupations, the need and opportunities for vocational training, and measures for facilitating entry into employment and the choice and filling of vacancies. These services apply to those who have undergone full vocational training or have more than three years' occupational experience. Obviously, these are people seeking employment, advanced training or retraining.

Vocational information

1 - Group information

Written information for young persons

The pamphlet on choice of training and occupation, entitled "Verscheuch' doch keine Chancen" (Make the most of your opportunities) was distributed in January 1971 (600,000 copies). The pamphlet "Mach's richtig" (Do it right), of which some 560,000 copies have been printed every year since 1972, followed the previous publication. This pamphlet, which includes an insert for parents, describes the wide range of available guidance and gives suggestions on choice of suitable training and a future occupation.

The working and reading book, based on the teacher's working and exercise book, "Berufskunde für Hauptschulen" (Description of occupations for secondary schools) published in 1968 and intended for young persons of both sexes in the penultimate year of secondary schools, was updated in 1971, 1972 and 1973 (600,000 copies in 1973). The latest edition was published in the school

year 1974/75 (267,000 copies, distributed to schools on demand).

The pocket book "Beruf aktuell" (Careers now), intended to help secondary school pupils of both sexes to choose an occupation, and the book of the same title destined for pupils of "Realschulen"(1), have been combined in a single volume with a circulation of 960,000.

The "Berufe im Bild" (Jobs in Pictures) information booklets with attached calendar were updated and issued between 1971 and 1974: the number of copies printed averaged 66,000.

These booklets were used for teaching in the final classes of secondary schools in particular.

Between 1971 and 1974, mentally-handicapped pupils in the penultimate class of special schools received regularly updated editions of the working and reading book "Auf dem Wege zum Beruf" (En route to a job), edition A (76,000 copies in 1974). This publication is intended to help mentally handicapped persons to find a suitable occupation geared to their individual situation.

Edition B of the series of publications of that name appeared for the first time in 1973, in the form of a working and reading book for the deaf (10,000 copies intended to cover two years' requirements].

This series of publications has been completed with Edition C - Information for the parents of young blind persons (normal characters) - and Information for young blind persons (printed in braille]. 10,000 copies of Edition C were printed in normal characters, and 1,500 in braille, to cover two years' requirements].

After 1971, specific self-information schemes were compiled for pupils of secondary vocational schools (I and II)

(1) Second-grade high schools with scientific bias.

as preparation for guidance (STEP). These schemes invite pupils to make a suitable examination of the problem of choosing training and an occupation, and contribute to the systematic drawing up of an individual vocational programme. During the period concerned, STEP programmes have also been compiled for secondary schools with a scientific bias and for candidates for the "Abitur" (school-leaving certificate).

The publications "Heute Abiturient morgen Student" and "Vom Abitur zum Beruf" were combined after 1971 in a single publication "Studien und Berufswahl" (Studies and choice of a job), of which an updated edition has been published each year since 1971, in collaboration with the Federal/Länder Training Planning Commission; the number of copies was increased to match the increasing number of graduates of Technical Universities and Colleges of Secondary Education (high schools). 296,000 copies of the latest edition (1974-75) were printed.

The Federal Office of Labour publishes the magazine "Aspekte" for the pupils of the 12th and 13th classes, and the magazine "Analysen" for students.

"Aspekte" (270,000 copies per month) deals in particular with opportunities for study, training and occupations available to pupils leaving secondary school, and gives information on vocational practice and labour market trends. "Analysen" (125,000 copies per month) deals especially with vocational practice for holders of a higher diploma, and the situation and trend of the labour market.

Written information for families

The news-sheet "IZ" has been published four times a year since 1971. It contains updated information on the choice of training and of a job for pupils receiving secondary education in "Hauptschulen" and "Realschulen", for pupils in special schools, and for their parents.

The publication "Mehr wissen über die Berufswahl" (Get to know more about choosing a job) is intended for parents whose children are attending a secondary school (annual publication: 600,000 copies in 1974).

In view of the interest shown in the series of thirteen publications entitled "Mehr wissen über die Berufswahl" for the parents of handicapped young persons, a new edition of 5,000 copies of each booklet has been printed, containing, in addition to information on the choice of an occupation, details about occupational prospects for handicapped young persons and in financial aid for vocational training.

Written information for
different interest groups

The most important publication regarding the study of occupations (a series of pamphlets entitled "Blätter zur Berufskunde") has been extended to include a description of 453 occupations, of which 140 concern basic occupations, and 202 concern public service occupations (clerical and executive grades); others concern occupations for holders of diplomas from technical colleges and schools, while 111 illustrate occupations requiring university education.

In the series of publications for workers entitled "Ihre berufliche Zukunft" (Your future job), 9 pamphlets have been published in the meantime and contain information on occupational adaptation, the return of women to work, occupational retraining, and information for soldiers serving on special engagement, workers lacking vocational training, health workers, social workers and metalworkers.

Films

Between 1971 and 1974, films have been consistently used as a medium to inform the public about occupations. This has recently resulted in the production of TV films for the first (ARD) and second (ZDF) channels.

In future, films containing information about occupations will be produced only in collaboration with the T.V. organisations, with a view to producing "information films" rather than "feature films". In principle, no more long films will be made, but only short ones containing precise information on occupations in the form of a monograph (e.g. 5 minute "flashes").

General information measures

The following table shows the kind and number of occupational information operations carried out in the recent years under review :

	1970-71	1971-72	1972-73	1973-74
Total discussions in schools	25.540	24.602	25.908	29.057
- high schools included in the above figure	1.945	2.777	3.032	3.714
Family meetings	4.510	3.449	3.774	3.910
Other lectures	2.835	2.716	3.044	3.218
Exhibitions concerning occupations :				
- number	30	43	57	47
- visitors	335.200	518.300	419.800	370.600

2 - Individual information

Individual guidance counsellors

Number of young persons applying for vocational guidance

673,285 in 1970-71; 638,173 in 1971-72; 607,130 in 1972-73; and 642,150 in 1973-74.

Of this total, 478,984 pupils had completed their schooling, whilst 163,166 clients were still at school, in 1973-74.

Tests

The problems connected with the idea of tests, and with their implementation by the psychological and medical services, were dealt with in previous reports.

The total number of clients (young persons and adults) who have undergone psychological tests has varied as follows: 105,660 in 1971, 112,471 in 1972, 113,610 in 1973, and 143,436 in 1974. Furthermore, the number of young persons who took aptitude tests carried out by specialised counsellors trained specially for this task, was 8,185 in 1974 (1971: 45,316; 1972: 40,513; 1973: 25,825).

Results of tests

During the year 1973-74, the number of school-leavers from "Hauptschulen" (secondary schools) "Realschulen" (high schools with scientific bias) and secondary (high) schools applying for vocational guidance was 425,800 (62.1%); the number of young persons with a higher education was 53,210 (41.8%).

The number of male applicants opting for vocational training at their place of employment was 177,470 (56%) in 1970-71; 154,221 (54%) in 1971-72; 129,192 (50%) in 1972-73 and 105,894 (45%) in 1973-74. The proportion of young persons opting to attend a vocational training or technical school rose from 10.7% in 1970-71 (33,855) to 13.2% in 1971-72 (37,872), and to 13.7% in 1972-73 (33,961); in 1973-74, this proportion decreased slightly to 13.1% (31,281).

Of the girls who applied for vocational guidance, 130,574 (44%) still opted for vocational training at their place of employment in 1970-71. This number has, however, decreased continuously. It was 113,689 (41.3%)

in 1971-72; 101,405 (39.1%) in 1972-73, and by 1973-74 had fallen to only 80,924 (33.2%). On the other hand, the number of girls wishing to attend a vocational training or technical school rose from 64,708 (21.9%) in 1970-71 to 67,850 (27.8%) in 1973-74. The number of girl school-leavers who had received vocational guidance was 71,767 (26.1%) in 1971-72 and 66,961 (25.8%) in 1972-73.

The percentage of young school-leavers who sought guidance and who immediately entered employment without sufficient prior training decreased steadily in the years 1970-71 (5%), 1971-72 (4.8%) and 1972-73 (4.8%), but rose again to 9.7% in 1973-74.

Placing in vocational training vacancies

The following table shows the trend as regards vocational training vacancies taken up. Despite a considerable decrease in overall number, the percentage of vocational training vacancies at places of employment obtained by, or with the cooperation of, the vocational guidance services has remained constant (58%).

	1970-71	1971-72	1972-73	1973-74
Vocational training vacancies obtained by, or with the cooperation of, the vocational training services	205.603	178.472	158.443	135.494
Vacancies obtained by applicants themselves after guidance interview	152.800	131.854	111.084	96.389
Total	358.403	310.326	269.527	231.883
Training vacancies obtained at training institutions indicated by the vocational guidance services.	-	20.259	17.115	12.577

FRANCE

Ministry of Education

1 - Activity of the National Office of Educational and Vocational Information

The National Office of Educational and Vocational Information (ONISEP) is responsible for providing information and guidance to pupils and students by collecting and circulating documentation prepared by it on studies, training facilities and occupations. It has Central Services which are responsible for documentation as a whole and compile all the national information, and 26 Regional Offices (one per Academic District) which may be regarded as "relay stations" for the Central Services, for both the collection and circulation of documentation. Each of the Regional Offices also produces a "regional" version of each document for its own use.

The main work of the National Office is compiling and circulating written documents. Particular mention should be made, because of their wide distribution, totalling 4 million copies, of the free pamphlets which are systematically distributed to pupils, from the second class of the intermediate course to the final class of secondary schools, at all stages of education at which guidance decisions are taken (after elementary schooling, after the 5th, 3rd and 2nd classes, and after the Bacculaureate).

The other publications can be divided into two categories: those intended for information staff only (guidance counsellors, teachers, Employment Agency Careers Officers); and those available to the public (pupils, students, adults).

The first category (for information staff) consists of:

1) careers folders (440), all on the same pattern which describe the main occupations and explain the purpose of the

job, the kind of work involved, its position in the hierarchy, working conditions, training requirements, career prospects and numbers employed;

2) a fortnightly information bulletin containing information about the organisation of studies, on general subjects such as the public services, the Employment Agency, etc. and providing general background information. It also publishes notices of competitions for recruitment to the public services;

3) "guides", such as "Apprenticeship", "All about technical education", "Guide to the retraining of handicapped persons", "Guide to entry to secondary schools", and "Guide to information and guidance in second grade schools;"

4) lists of training centres, indicating their status, entrance requirements, curriculum, diplomas awarded, etc.;

5) information about Continuous Training in the form of directories of approved training schemes, published by each Regional Office.

The National Office publishes the following for the general public:

1) educational and vocational monographs, including a series giving information on higher education;

2) pamphlets listing career opportunities for each type of baccalaureate, and pamphlets describing the Civil Service competitions open to persons of different levels of education;

3) a new series entitled "Cahiers de l'ONISEP" which describes the careers, their educational/training requirements, and the opportunities offered by Continuous Training, in respect of a group of occupations connected with the same sector of activity, the same sphere of interest or the same level of education or training;

4) a fortnightly wall newspaper ("ONISEP announces...") intended mainly to advertise Civil Service competitions;

5) a monthly bulletin for students, giving up-to-date information on higher education and its career outlets ("Infosup");

6) a monthly magazine ("Avenir") which provides information about working conditions in the various occupations, their possible prospects, and on general problems of employment and training;

7) a magazine ("Réadaptation") specialising in information about the retraining of all kinds of handicapped persons.

Although written publications account for the greater part of ONISEP's activity, the National Office also makes use of audio-visual information media.

The problems of information are brought to the public's notice by means of TV "flashes" (lasting between 30 seconds and a minute) and participation in various French TV broadcasts. Some Regional Offices also have "time on the air" on regional radio stations for educational and vocational information broadcasts.

The National Office also has a collection of films which it makes available to information staff (loans totalled over a million in 1974). Some of the films deal in detail with a question in 20/30 minutes, whilst others lasting 5 minutes give a lively picture of a member of a profession at work (20 films in 1974 and 1975).

Lastly, the National Office is producing a series of slides illustrating occupations belonging to the same sectors of activity.

As can be seen, the National Office is now placing the emphasis on vocational information, after having first provided the complete picture of educational information.

Moreover, in conjunction with the work of the Ministry of Education which is aimed at creating a responsible attitude among pupils to their guidance problems - in addition to increasing its "awareness" activity in the form of the publications and audio-visual media mentioned earlier - will have to produce appropriate documentation in publicity form for use by pupils in the "self-service" documentation rooms which are being set up in schools and at information/guidance centres.

With this aim in view, the National Office is also using computers for studies and experiments. It is initially intended to use them to manage the National Office's store of documentation, and to compile lists of schools according to different criteria. Subsequently, a remote-information system may be set up so that a maximum of information on a specific point can be given in a minimum of time.

2 - Activity of Information and Guidance Centres (CIO)

a) Clients

Years	Total clients	Origin of clients					Total	Outside school
		During schooling period						
		Elementary stage	1st stage	2nd stage	Higher education			
(1970)	885.072	193.305	580.634	31.320	2.766	852.170(1)	32.909	
1971	951.822	179.705	658.017	38.803	3.091	925.639(2)	26.183	
1972	1.009.045	156.831	745.529	50.926	5.060	985.300(3)	23.745	
1973	1.078.554	115.910	833.446	59.248	5.887	1.041.705(4)	36.849	
1974	1.101.475	82.197	872.732	64.251	7.415	1.050.954(5)	50.521	

- (1) - including 44.145 unclassified
- (2) - including 46.023 unclassified
- (3) - including 26.954 unclassified
- (4) - including 27.214 unclassified
- (5) - including 24.359 unclassified

This table shows a shift in CIO activity from elementary to secondary schools. This reflects the gradual discontinuation of the terminal classes of the previous educational system (pupils aged 14 who do not continue their studies) and the generalised transition from elementary to the 1st stage of secondary education, thus making the counsellors's services less necessary in the 2nd year of the middle course (5th year of study). In secondary education their services are needed in particular in the 6th class (beginning of 1st stage) and 3rd class (end of the 1st stage). In 1974, these classes involved 41% of pupils in 6th classes and 86% of pupils in 3rd classes.

Years	1 - Group information					2 - Individual information				
	Number of meetings					Number of persons given information (1)				
	in schools	else-where	Total	in schools	else-where	Total	at CIOs	by letter	by tele-phone	Total
(1970)	16.754	6.817	23.571				161.034	32.082	75.080	268.196
1971	22.631	8.694	31.325				199.150	47.545	90.353	337.048
1972	29.078	16.903	45.981	378.054	334.942	712.996	262.749	58.439	100.223	421.411
1973	33.202	11.360	44.562	499.189	282.814	782.003	322.957	76.101	124.038	523.096
1974	34.543	9.734	44.277	615.783	317.744	933.527	319.403	71.421	142.118	532.942

(1) Not including clients who attended for an individual test or interview, and automatically received information.

The number of group information meetings rose from 6,000 in 1964 to 23,500 in 1970 and some 45,000 in 1973. These figures clearly show the importance attached to group information, which now reaches an audience of some 800,000 persons, about a quarter of whom are parents.

C - Guidance operations

Years	Number of clients who have undergone			Interviews with parents	Issue of a guidance recommendation (for apprenticeship)
	written psychological tests	individual test with interview	interview without individual test		
(1970)	746.855	111.175	202.561	203.274	54.691
1971	819.505	108.118	242.592	222.949	41.771
1972	867.504	95.626	282.163	231.684	28.459
1973	931.275	91.141	334.629	245.061	43.358
1974	924.367	98.056	361.285	241.825	62.813

Note : Other guidance operations, such as medical examinations, interviews with teachers, etc. are not included in this table.

Medical examinations continue to be carried out, particularly in special cases; normally, the information provided by the school medical officer is used.

Interviews with teachers become systematic through the guidance counsellor's constant contact with the head teacher or his participation in class councils.

The preparatory guidance work done by the educational "team" (of which guidance counsellors form part) has led guidance counsellors to reduce the number of individual examinations carried out by them, and to devote more of their time to individual interviews and interviews with parents.

d - Participation of guidance counsellors in school councils

1970	65,409	class	or	guidance	councils
1971	80,371	"	"	"	"
1972	83,484	"	"	"	"
1973	94,522	"	"	"	"
1974	98,734	"	"	"	"

The participation of guidance counsellors in class councils increased considerably from 65,000 councils in 1970 to nearly 100,000 in 1974. This is because under the new organisation, preparatory work on individual guidance councillor is ex officio a member.

IRELAND

Since the guidance services have been introduced very recently, it has been decided not to assemble exact details of the work, as it seems unlikely that they would furnish a meaningful picture.

It is in any case appreciated that as the guidance services gradually expand, concrete data will be necessary to ensure that proper use is made of the available resources and in particular to ensure a properly balanced effort.

ITALY

1 - Ministry of Education Educational Guidance Service

The Educational Guidance Service forms part of education throughout the school, starting with middle schools which by their nature are specially suited for guidance; the work is performed mainly by the teachers who are in a particularly good position to appreciate and assess the individual aptitudes of the pupils and to give them the most suitable information and guidance with a view to future choices.

To follow up the work of the teachers, schools may receive assistance from the Guidance Centres, which plan their programmes in consultation with the school authorities. 85 such centres are now in operation; they have increased considerably in the period concerned, and are still increasing. The Ministry of Education pays their running costs through the Provincial Education Offices.

The Educational and Vocational Guidance Services have hitherto tried to satisfy the need for coordination between the process of education and employers' requirements; they have accepted the different levels naturally occurring in occupational structures. But the rapid changes in social structures and problems call for a review of these processes.

Information is now an increasingly necessary and relatively new instrument in both the educational and vocational spheres. Its aim is to spread knowledge of the educational and vocational structures and organisations; to explain their meaning, their functions and development; and to provide up-to-date documentation on their quantitative and qualitative aspects as regards:

- types of education offered by the schools;
- the less overcrowded centres, schools and faculties

which offer the best opportunities as regards employment;

- forecasts of expansion or contraction of demand in the various sectors of activity;
- retraining, if necessary.

2 - Ministry of Labour Vocational Guidance Service

Generally speaking, the methods, duration and supervision of vocational guidance services have been planned jointly by the Ministry of Labour and the ENPI; local operations have been coordinated by the local offices of the ENPI vocational guidance services with the Provincial Labour Offices and the Provincial Labour Inspectorates.

The clients of the vocational guidance service have been the registered unemployed (unemployed workers and apprentices), and those attending vocational training courses in general. Since 1972, the guidance work for this last category of clients has also been coordinated by the above organisations with the regional organisations, since the Presidential Decree of 15 January 1972 transferring the State's administrative responsibilities for vocational training to the ordinary Regions.

Methods have involved increased collaboration between doctors and vocational guidance counsellors, so as to take account of the psycho-social aspects of clients' situations.

Apprenticeship

Vocational guidance of apprentices has consisted primarily of arousing the interest of the various groups of people who have to deal with young persons or are in any way concerned with the problems of their choice of employment and placement in an occupation.

This action through interest groups has been accompanied by a two-stage scheme aimed at the clients of the

vocational guidance service: the first stage involves a general approach to all apprentices coming to the Industrial Psychology and Psycho-Sociology Centres (CPPL), and the second an individual approach. The initial stage is intended to make apprentices aware of the problems of vocational guidance and entry into the world of work. Subsequent action, taken at the request of clients, is aimed at providing continuity of guidance, keeping a check on progress and encouraging participation by the clients of the service.

Methods used by psychologists for the performance of their duties in respect of apprentices include introducing them to the vocational guidance service, group discussions, individual information interviews, psychological interviews, tests, questionnaires, and other means found necessary in individual cases.

During the period concerned, the following total numbers of apprentices have made use of the guidance services at the ENPI offices:

1971	1972	1973	1974
138,913	132,165	137,262	126,526

The substantial decrease in 1974 was caused in particular by the economic state of the country which, during the period under review, has resulted in a limited demand from employers for young persons.

The work was made up as follows:

<u>Action directed to interest groups</u>	1971	1972	1973	1974
a. Action with teachers and those in charge of further education courses	159	123	123	124
b. Action with groups of relatives	2.807	2.166	2.174	2.177
c. Meetings with other persons (officials, trade unionists, etc.)	899	694	698	697
d. CPPL team meetings	1.570	1.226	1.197	1.201

<u>Action directed to apprentices</u>	1971	1972	1973	1974
a. Young persons who have been introduced to the vocational guidance services	117.660	115.589	122.161	126.526
b. Young persons who have taken part in group discussions	100.511	94.396	105.242	109.002
c. Information interviews	85.628	87.666	94.583	97.962
d. Psychological interviews	23.861	16.623	14.937	15.470
e. Young persons given tests	6.605	4.833	3.099	3.209
f. Young persons answering questionnaires	107.951	103.194	109.803	113.726
g. Treatment cases	869	618	575	595

Training

The vocational training sector can also be divided into two stages: the initial phase of making candidates aware of the situation, and a subsequent stage intended to absorb pupils into the training and education structure. After the aims of the training scheme and the guidance service have been described, the initial action aims to explain the role of the pupils in the context of the Vocational Training Centre, and to establish their needs and aspirations as regards training requirements and choice of occupation.

These needs and aspirations are established by such means of investigation and diagnosis as introduction of the vocational guidance service, group discussions, information interviews, psychological interviews, experimental tests, questionnaires, and other means called for in individual cases.

Subsequent action, considered primarily in relation to the training structure, is mainly designed to give teachers information about the expectations and needs of pupils and the problems which they raise as regards the current training activity and future concrete career prospects. Its aim is thus to suggest possible improvements in teaching methods to meet the individual and collective needs of young persons. In relation to the pupils, the aim of the subsequent action is to help overcome internal and external obstacles so as to facilitate the choice of a career and entry into the world of work.

In the period under review, the following total numbers of pupils from training courses have made use of the vocational guidance services:

<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>
42,949	42,616	35,934	29,108

The reasons for the decrease noted in 1974 include the tendency of some ordinary Regions to run their own guidance services.

Overall vocational guidance work was made up as follows:

<u>Action directed to interest groups</u>	1971	1972	1973	1974
a - Meetings with those in charge of and teachers at Vocational Training Centres (CAP)	3.848	2.385	2.047	2.078
b - Meetings with groups of relatives	1.054	653	562	569
c - Meetings with other persons (officials, trade unionists, etc.)	614	380	326	333
d - CPPL team meetings	1.180	1.033	746	845

<u>Action directed to young persons</u>	1971	1972	1973	1974
a - Young persons introduced to the services	35.593	30.447	25.567	29.108
b - Pupils taking part in group discussions	32.977	36.813	33.718	28.387
c - Information interviews	13.476	7.833	14.516	16.526
d - Psychological interviews	6.145	4.839	3.868	4.403
e - Pupils taking part in experiments	9.391	6.198	3.723	4.238
f - Pupils answering questionnaires	29.058	26.787	23.683	26.963
g - Treatment cases	1.207	944	592	673

LUXEMBOURG

Persons making use of vocational training centres totalled 3,178 in 1971; 2,935 in 1972; 2,867 in 1973 and 3,121 in 1974.

The group and individual information scheme proceeded during this period along similar lines to previous years: meetings, lectures, distribution of pamphlets containing practical guidance information, lists of occupations and careers, list of the various training facilities available in the country.

Vocational guidance tests totalled 1,723 in 1971 (730 psychological tests and 993 physical and sensory examinations), 1,674 in 1972 (702 psychological tests and 972 physical and sensory examinations); 1,454 in 1973 (793 psychological tests and 661 physical and sensory examinations); and 1,864 in 1974 (1,096 psychological tests and 768 physical and sensory examinations).

NETHERLANDS (1)

1 - Vocational guidance

Statistics on educational and vocational guidance published by the Netherlands Central Statistical Office give the following breakdown of the number of cases in which guidance advice was given by the vocational guidance organisations (excluding those of educational establishments) in 1971, 1972 and 1973 (2):

(1) The Netherlands report does not distinguish between vocational guidance of young persons and adults on the basis proposed and accepted by the other countries. One report deals with vocational guidance and information for both young persons and adults.

(2) The 1974 statistics had not been published when this report was compiled.

	1971	1972	1973
	(number of cases in which guidance given)		
Sections of Regional Manpower Offices	29.942	27.172	25.770
Other public offices	3.597	3.494	1.610
Protestant offices	22.081	24.653	24.735
Catholic offices	49.318	29.674	21.817
Other special offices	46.352	61.532	59.015
Total	151.290	146.525	132.947

The breakdown of clients by type of education was as follows:

	1971	1972	1973
	(number of cases in which guidance given)		
Elementary education	92.039	89.019	77.496
General middle schools. General secondary schools. Pre-university education	39.509	40.293	38.232
Technical and vocational education	13.372	13.754	13.281
Scientific and vocational schools	941	907	908
Unspecified	5.429	2.552	3.030
Total	151.290	146.525	132.947

The breakdown of clients by age was as follows :

age	1971	1972	1973
	(number of cases in which guidance given)		
10 - 13	101.130	94.212	82.975
14	6.905	8.898	7.710
15 - 18	24.982	25.042	23.519
19 - 24	10.149	10.245	10.182
25 - 39	6.144	6.554	7.158
40 and over	1.980	1.574	1.403
Total	151.290	146.525	132.947

The public offices concentrated primarily on giving educational guidance to elementary school pupils, a task also performed by the special vocational guidance offices.

There is a tendency at present for the vocational guidance organisations to devote themselves to pupils of further education establishments. These schools display a real need for vocational guidance, particularly in the higher classes. In this context, mention should also be made of:

- a - the tendency of schools to emphasise the importance of the educational guidance test in elementary schools;
- b - the increased facilities given to schools to determine themselves the aptitude of their pupils for further education (tests to ascertain progress in studies; educational tests; guidance classes; selection classes).

The Vocational Guidance Sections of the Regional Manpower Offices have constantly provided vocational guidance in a relatively large percentage of cases, since these offices were and still are also at the service of applicants for employment registered at the regional offices. The educational guidance services of the schools have practically become separate entities.

2 - Careers information

Group careers information

1971

Activity	Schools	Em- ployers	Meetings	Pupils	Other clients of services	Totals
Careers exhi- bitions	2.847	-	-	85.230	6.739	91.969
Information within schools	1.583	-	4.494	123.409	-	123.409
Meetings organised by Regional Man- power Offices	382	-	443	15.063	5.064	20.127
Meetings or- ganised with the partici- pation of Re- gional Manpo- wer Offices	266	-	304	10.453	2.077	12.530
Meetings of parents	935	-	649	-	48.646	48.646
Visits to employers	-	116	-	1.273	166	4.439
Other activities involving pupils	-	-	-	28.460	4.489	32.949
Other activities for adults	-	-	-	-	17.403	17.403
Total	6.013	116	5.890	266.888	84.584	351.472

1972 (1)

Persons who have received information	Pupils	Others
Men	70.994	9.710
Women	22.480	10.591
Unspecified	39.149	24.097

1972 (1), 1973 and 1974

<u>Information provided by:</u>	1972	1973	1974
1. Auxiliary section of Regional Manpower Office	-	3.807	4.419
2. School dean	-	735	1.367
3. Other bodies	-	522	625
<u>Type of information:</u>			
1. Preparatory	541	561	324
2. General	1.709	2.333	2.914
3. Specialised	1.670	2.170	3.163
<u>Form of information:</u>			
1. Careers exhibitions	511	429	39
2. Information within schools	2.074	2.174	2.704
3. Lectures	-	1.554	2.712
4. Meetings of parents	334	438	397
5. Parent/pupil meetings	154	197	278
6. Visits to employers	50	28	37
7. Miscellaneous			

(1) In 1972, a new system of statistics on group vocational information was introduced. This is why the statistics for that year have some gaps in comparison with subsequent years.

	1972	1973	1974
<u>Media employed:</u>			
Films	362	558	1.350
Slides	722	967	1.609
Flannel boards	1.210	1.698	1.698
Printed matter	618	1.716	2.709
Other media	409	1.400	2.293
<u>Information given by:</u>			
1 - Youth counsellors	3.333	4.411	5.747
2 - Guidance counsellors	46	23	28
3 - Employment officers	350	182	37
4 - School deans	39	8	52
5 - Psychologists	-	6	1
6 - Youth counsellors			
School deans	-	159	317
7 - Guidance counsellors			
School deans	-	9	-
8 - Others	194	266	219
<u>Number of persons receiving information:</u>			
1. Aged under 5	-	72	223
2. Aged 5 - 10	-	417	675
3. Aged 11 - 15	-	802	1.176
4. Aged 16 - 20	-	794	1.183
5. Aged 21 - 25	-	854	1.179
6. Aged 26 - 30	-	514	503
7. Aged 31 - 40	-	421	394
8. Aged 41 - 50	-	255	271
9. Aged over 50	-	935	797
<u>Information given to:</u>			
1. Pupils	3.142	3.686	4.860
2. Serving soldiers	7	14	26
3. Employed persons required to undergo part-time education	243	503	677
4. Employed persons aged under 23 not required to undergo part-time education	27	90	68
5. Employed persons aged over 23	21	40	58
6. Unemployed persons aged under 23	6	6	19
7. Unemployed persons aged over 23	9	23	14
8. Parents or guardians separately	598	454	338
9. Parents or guardians + one of above categories	-	244	341

Individual vocational information

No statistics are available on individual vocational guidance provided by Regional Manpower Offices, or on the development of vocational information activity by private vocational guidance offices and school deans.

UNITED KINGDOM

As stated in section I, the main responsibility for the vocational guidance of pupils and students in schools and colleges other than Universities now rests with the careers officers of the Local Education Authority Careers Service.

After they have left full-time education, young people have a choice of seeking vocational guidance from the Careers Service or the Employment Service Agency.

Whilst vocational guidance in school plays an important role in preparing for employment, since it is part of careers education for young people and prepares them for working in the adult world, the choice of a career is a determinant factor in finally preparing young persons for their life in society. Guidance work must therefore be planned so that the pupils may find in it, at their choice, guidance and preparation for the considered decisions they must make.

The systematic, progressive development of pupils' self-awareness within the vocational context, the provisions of a suitable flow of information on the various careers and the opportunity to reconcile these various aspects are three aims, the achievement of which is essential to effective careers work. The importance of a wise cooperation between vocational guidance teachers and careers officers in contributing jointly to pupils' guidance is thus widely recognised.

The strength of the careers officers' contribution lies not only in a knowledge of local and national industry and of vocational guidance techniques but also in the ability to advise on programmes of activities for the individual schools, to recommend speakers, to suggest local firms for school visits and to assist in discussions on careers. Teachers on the other hand have the opportunity to be more fully acquainted with a pupil's abilities and personality and his developing conception of his future role in life. And this justifies the development in careers education within schools.

However, this does not diminish the complementary role of careers officers: the reverse is in fact the case. They are often involved at the introductory, explanatory stage and assist with topics which seem suited to their expertise, e.g. the vocational implications of subject options, job classification and recapitulation with pupils when they have developed self awareness.

Work experience or observation schemes, vocation courses, careers conventions, and courses linked with visits to further and higher educational colleges, are joint enterprises involving careers officers and teachers.

The initial and intermediate stages of careers programmes constitute an exploratory, divergent process of self analysis and consideration of a wide range of information; much of this activity may be handled on a group basis by careers and guidance teachers in collaboration with careers officers.

The later convergent stage involves increased participation by these officers, with direct contact with individual pupils as the likely range of choices narrows; many

careers officers are increasingly available for regular discussions and individual consultation with pupils and school staff.

In a successful careers education programme, the aim of teaching staff is to produce informed, self-aware pupils who are then able to consider their own choice and the advantages of further training or education with enlightenment from careers officers.

Individual interviews occupy a large proportion of careers officers' time and are regarded as a priority within the range of functions which they are expected to perform. The increase in the number of interviews by the Careers Service in the period between 1 October 1971 and 30 September 1974 is substantial, and indicates continuing contact between careers officers and pupils.

Table 1

Competent careers guidance services			
<u>Number of vocational guidance interviews</u>	1972	1973(1)	1974
(1) Pupils:			
initial interviews	673.752	446.891	679.415
subsequent interviews	349.123	310.695	346.105
(2) Further education students	38.750	41.568	36.460
(3) Other young persons	129.444	121.552	104.927
<u>Number of group meetings/discussions</u>			
(1) Pupils	71.386	86.700	71.630
(2) Further education students	2.153	2.835	2.555
(3) Parents	7.367	7.255	7.762
(4) Employers, teachers and other groups of adults	15.796	19.466	18.850
<u>Number of visits to:</u>			
(1) Employers	45.571	54.611	48.829
(2) Further education establishments	9.762	10.983	10.820

(1) The age limit for compulsory schooling was raised in 1973, thus reducing the number of school leavers.

Schools and pupils are increasingly kept informed by careers officers about the points discussed during interviews and of any further action, e.g. assistance with placement in employment.

There has also been an increase in the use of psychology-based aids, notably the Department of Employment's Vocational Assessment Tests (DEVAT). (See also section IV.B).

Specialisation with pupils of university potential and with handicapped or disadvantaged young people is a feature of the Careers Service. In England and Wales many officers specialising with pupils of outstanding university potential act as local advisory officers for the Further Education Information Service, advising young people on the occupational implications of alternative courses when their original plans have been altered by unexpected examination results.

Careers officers make frequent visits to employers (see Table 1) to extend their own knowledge of industry and available jobs : they also canvass for vacancies, discuss the labour supply and demand position and are able to interpret this to schools.

Careers officers' industrial knowledge and awareness of local and national opportunities and trends equip them to undertake vocational guidance and enable them to offer an effective placement service to pupils. Placement interviews in schools in advance of the leaving date are an emerging feature, otherwise they take place at Careers Offices. As a rule, the officers give the schools information about the occupations entered by pupils.

The number of vocational guidance interviews in colleges of further education (see Table 1) indicates the

extent of the demand from students for careers officers' advice. About 117,000 students received individual vocational guidance interviews by the Service in the three-year period ended 30 September 1974. In addition over 7,500 group discussions were held with these students.

The Employment and Training Act 1973 lays a duty on local education authorities (LEAs) to provide a guidance and employment service for persons attending educational establishments other than universities. When financial constraints permit, this extended provision may result in a significant expansion of careers officers' work with colleges of further and higher education in the years following reorganisation of the Service. In advance of this legislation the Inner London Education Authority and some other bodies set up advisory services for careers requiring further or higher education. Their use by students has confirmed their need.

Until 1 April 1974 Occupational Guidance Units - responsible to the Employment Service Agency - dealt only with clients of 18 years of age and over, but the implementation of the Employment and Training Act 1973 removed this age limit, as we recalled in Section I. The Service is therefore now available to young people from the age of 16 upwards who have left full-time education and who wish to exercise their option to use it as an alternative to the Careers Service. Both Employment Advisers and Occupational Guidance officers have some addition to their training courses to assist them in dealing with these very young people.

The development and provision of careers information material both for the Careers Service and for the services of the Employment Service Agency is now the responsibility of the Careers and Occupational Information Centre (COIC) which was set up by the Agency in October 1974 to

continue and develop the functions of the former CYEE Information Unit. The type and amount of careers literature and information are being continuously developed.

B - Vocational Guidance of Adults

BELGIUM

Ministry of Employment and Labour

Vocational guidance tests carried out by the medical/psychological service of the National Labour Office.

Nature of tests	1971	1972	1973	1974
<u>A. Individual tests</u>				
a) young people	198	436	376	384
b) adults				
- mentally handicapped persons	408	353	308	269
- physically handicapped persons	451	385	408	503
- hard-core unemployed	542	287	107	140
<u>B. Group tests</u>				
a) for admission to vocational training centres	6.033	8.807	8.200	8.566
b) for selection for employers				
- for workers and technicians	2.188	1.705	3.264	3.082
- for executives	254	608	898	532

This table calls for the following remarks :

- a) The selective vocational training tests have become

guidance tests. We are thus not content with ascertaining whether a candidate is suitable for a certain course of training (e.g. as a bricklayer), but endeavour to decide which of the range of training courses the candidate is interested in and suitable for.

b) The number of psychological aptitude tests is slightly down on 1973. This clearly reflects the economic recession in 1974, when there was a marked decrease in selective tests, whereas tests for vocational training and most of the individual tests (concerned mainly with quality) have tended to increase.

DENMARK

The proportion of persons aged 18 and over who used the public guidance service in 1971-72, 1972-73 and 1973-74 was 57%, 57% and 59% respectively.

A series of vocational guidance courses was organised for women and farm workers in particular.

The following table summarises public vocational guidance work:

Individual vocational guidance

Number of cases			
	New	Recurrent	Total
1971-72	39.423	8.681	48.104
1972-73	37.879	8.441	46.320
1973-74	38.710	8.213	46.923

Breakdown by age of vocational guidance clients

Age	Men	Women	Total	73-74	72-73	71-72
				percentages		
Under 16 years	2.054	1.844	3.898	8	9	9
16-17 years	7.405	8.058	15.463	33	34	34
18-19 years	3.948	5.871	9.819	21	20	21
20 years and over	8.290	9.453	17.743	38	37	36
Total	21.697	25.226	46.923	100	100	100

Breakdown by age of adult clients

Age	Men	Women	Total	73-74	72-73	71-72
				percentages		
20-24 years	4.764	4.960	9.724	55	51	51
25-29 years	1.721	1.884	3.605	21	21	20
30-39 years	1.137	1.749	2.886	16	17	17
40-49 years	461	651	1.112	6	8	9
50 years and over	207	209	416	2	3	3
Total	8.290	9.453	17.743	100	100	100

FEDERAL REPUBLIC OF GERMANY

Individual information

Individual Vocational Guidance

The total number of adult clients decreased in 1970-71 (313,921), in 1971-72 (283,681) and 1972-73 (279,189), but rose again substantially in 1973-74 (297,259).

Results of vocational guidance

During the period under review, the proportion of adult clients who opted for in-service vocational training continued to decrease. It was 21.7% in 1970-71, 23.3% in 1971-72, 21.8% in 1972-73 and only 20.9% in 1973-74 (i.e. one fifth of this category of persons).

There was also a slight decrease in the number of persons opting to attend a vocational or technical school. It fell from 13.2% in 1970-71 to 11.9% in 1973-74. The drop was less marked in the case of women (-0.7%) than men (-2.3%).

FRANCEMinistry of Labour

Breakdown of tests by the 19 regional psycho-technical centres of the National Association for Adult Vocational Training (A.F.P.A.).				
Candidates for vocational training	1971	1972	1973	1974
- 1st grade	107.285	114.599	112.956	116.777
- technical	13.701	16.283	19.782	20.719
Physically handicapped candidates for retraining or employment	20.293	20.938	21.071	22.638
Private industry and retraining	4.754	4.323	4.203	5.785
Persons seeking employment tested at request of National Association for Employment (A.N.P.E.)	2.426	959	1.147	1.417
Miscellaneous and Government departments	7.452	8.793	8.945	8.488
Specific requirements of A.F.P.A. (teachers and other staff)	2.244	2.537	1.537	940
Total	158.155 (1)	168.432 (1)	169.641 (1)	176.764 (1)

(1) Does not include tests carried out by missions abroad:

- 1971: 1,358 (934 in Germany; 290 in Madagascar; 134 at Pondicherry)
- 1972: 1,735 (1,102 in Germany; 420 in Madagascar; 116 in Jibuti; 97 in Morocco)
- 1973: 3,232 (2,235 in Germany; 627 in Madagascar; 122 in Jibuti; 248 in India)
- 1974: 2,826 (2,466 in Germany; 271 in Madagascar; 89 in Jibuti)

The number of tests carried out in 1974 represents an increase of 4% over the previous year, largely due to the increased number of selection and guidance tests of candidates for adult vocational training and of industrial workers for retraining. As in previous years, activities on behalf of handicapped persons were given preference.

It should also be noted that the follow-up trainees during their training and the provision of educational advice within Training Centres are proceeding normally.

The same applies at central level to the study of techniques used by the Regional Centres (studies for the confirmation and monitoring of methods and their adaptation to new problems).

IRELAND

Vocational guidance of persons working in agriculture

1 - The Ministry of Agriculture and Fisheries is the responsible authority in this case.

The Agricultural Advisory Service gives general guidance to farmers, their families, and people working in farming areas; it also gives them information on the chances of occupational advancement. Guidance and general information on advanced training for agriculture, horticulture, etc. are also given to students attending Agricultural Training Colleges.

2 - In accordance with directive (EEC) 161 of 17 April 1972, Ireland is taking steps to set up an information service for the benefit of those employed in agriculture. The duties of this service will include provision of information on the possibilities of advanced training in agriculture and the employment prospects open to the children of rural families, in this and other sectors of

activity. In the course of their duties, these socio-economic advisers will obviously work in close liaison with other national services such as the Career Guidance Agency of the Ministry of Labour.

ITALY

Adult guidance has been provided as part and parcel of training/educational activities, and has involved both the unemployed (adults interested in vocational training or retraining) and the handicapped (physically or mentally disabled persons).

Unemployed

Vocational guidance for the unemployed has been aimed primarily at providing information with a view to creating a state of awareness in adult trainees, motivating them, and encouraging them to participate responsibly in the training effort directed to the technical/occupational, psychological and social problems of a return to productive work.

As from 1972, guidance services were provided for adults on vocational training and retraining courses, in view of the number of firms that were being converted, reorganised or ceasing activity; the services were also available when new industries were being established.

In the period under review, several thousand unemployed took advantage of the guidance services through the (ordinary and special] vocational training and retraining courses already mentioned.

Handicapped persons

In the period under review, many teams of psycho-social workers were employed in vocational training of the handicapped (persons with physical and mental disabilities).

In addition to the concrete action taken in this sector, which is emerging with increasing clarity as a specialist field, a considerable amount of literature and theoretical investigation has been devoted to seeking and

working out training/guidance methods capable of coping with the problems and needs of those concerned.

Special operational methods have been laid down and coordinated with the Ministry of Labour's action plans, to deal with the guidance problems of those about to start work at large industrial complexes after attending vocational training courses.

The staff of the ENPI office at Naples and the Central Psychology Service team have been employed since 1972 in a scheme to help people suffering from war, civil and industrial disabilities, for whom employment was to be found at the "Alfa Sud" factory at Pomigliano d'Arco (Naples) as part of a special project which has received a 50% financial grant from the EEC. The staff were able to help, give information to, answer the queries of, and encourage the disabled both before and during their short retraining courses. The whole action was based on the theory that a satisfactory return to employment is closely linked to the regaining of confidence by the disabled person in himself and in the social and employment structure which must open its doors to him.

LUXEMBOURG

No information has been received.

NETHERLANDS

The section dealing with the vocational guidance of young persons (Section III,A) leaves nothing to be added regarding vocational information and guidance for adults.

UNITED KINGDOM

From the opening of the Occupational Guidance Units in 1966, there was a rapid increase in the number

of applications for guidance interviews up to 1971. Demand levelled off in 1972/3, but there was an increase in activity during 1974. Total first interviews for the 4 years of the report were as follows:

1971	45,136
1972	46,846
1973	46,062
1974	48,205

At the time of writing this report, interviews number over 51,000 per annum. Clients come from all age groups and from all walks of life. They range from the completely inexperienced or unskilled to the highly qualified, and tend to fall into 4 main categories:

1. those facing an enforced change of occupation;
2. those who feel they would like a different type of work or are dissatisfied with their present employment and prospects;
3. those about to start work for the first time (e.g. students who have completed or withdrawn from their studies and are undecided what they wish to do);
4. those who are returning to work after a lengthy break (e.g. married women).

Table 2 shows a breakdown of the clientele of the Occupational Guidance Service. About 60% of clients come to the Guidance Service after having made use of other Employment Service Agency services. The remaining 40% make direct requests to the Units, e.g. as a result of recommendation by previous clients, of publicity, or on the advice of outside agencies.

Not surprisingly the Service has from the outset had a particular appeal to young persons (i.e. up to 24 years of age) and these continue to make up more than half its clientele. During the period under review however, the proportion of clients in the 25 - 39 and 40+ age

groups has tended to increase, with a consequent decrease in the number of clients aged under 24.

There has also been an increase in the use of the services by women, varying between 20 and 25% in the period 1966 to 1971 and rising to almost 33% now. It was anticipated that people returning to employment after a break, particularly married women, would form a larger proportion of the clientele than proved to be the case.

(Table 2)

Employment Service Agency Clientele of the Occupational Guidance Service during the period 1971-74									
Total clientele		1971		1972		1973		1974	
		45.136		46.846		46.062		48.205	
Category	Group	M	F	M	F	M	F	M	F
By age	Aged up to 24	22.085	8.385	21.581	8.960	18.042	8.951	17.508	9.497
	Between 25 and 39	8.292	1.997	8.970	2.445	9.722	3.432	10.392	4.452
	Over 40	3.636	741	3.971	919	4.570	1.345	4.721	1.635
	Totals	34.013	11.123	34.522	12.324	32.334	13.728	32.621	15.584
By motivation of request for guidance	Seeking initial employment	7.654	3.507	7.694	3.575	5.913	3.194	4.758	2.941
	Resuming employment	431	828	526	990	510	1.343	385	1.579
	Necessary change of occupation	7.421	1.214	7.622	1.449	5.757	1.279	6.076	1.453
	Voluntary change of occupation	18.507	5.574	18.680	6.310	20.154	7.912	21.402	9.611
	Totals	34.013	11.123	34.522	12.324	32.334	13.728	32.621	15.584
By special groups	Unemployed	23.494	7.983	24.378	8.890	19.340	8.778	19.262	9.540
	Employed	10.519	3.140	10.144	3.434	12.994	4.950	13.359	6.044
	Totals	34.013	11.123	34.522	12.324	32.334	13.728	32.621	15.584
	Persons with professional and executive qualifications dealt with by the employment service (PER)	11.253	3.891	10.569	3.862	9.860	3.870	9.714	4.546

Section IV

IMPROVEMENT IN METHODS - STUDIES AND RESEARCH - OUTLOOK

A - Improvement in methods

BELGIUM

Ministry of National Education

The psycho-medico-social centres make increasing use of automatic systems to improve tests; the number which can be centralised on a computer has increased considerably in recent years.

The centres also have more staff and better documentation, which enables them to perform their task of information more efficiently.

There has been a considerable increase in collaboration with schools, thanks especially to the education reform (Modified secondary education and Modified elementary education). More staff from the centres work in the advisory offices set up in the schools. This leads to closer contact with pupils and parents and makes guidance more effective.

Ministry of Employment and Labour

With a view to improving the methods used for the various types of tests, the operation of the various working and research groups has been modernised and improved.

The staff concerned regularly attend study sessions in Brussels headed by a Headquarters psychologist and involving

study of occupations, vocational guidance psychology, selection for employers, and guidance of pupils during their vocational training. This "refresher" method enables the psychologists to benefit from continuous training, to improve their practical work, and to feel more responsible for the value and quality of their work.

Literature which explains and facilitates the use of the most common tests has also been produced.

DENMARK

With a view to providing proper guidance and training, the Industrial Psychology Services of the Directorate General of Labour have tried to improve the quality and facilitate the application of psychological aptitude tests, so as to enable guidance officers to solve even the most complex questions by their own efforts, without having recourse to professional psychologists in ordinary cases. This means that they now tend to help the guidance officers in an advisory capacity.

The aim is to support the vocational guidance officers in their work, to advise them in difficult cases, to encourage them to do group work, to facilitate their transition from theory to practice, and to help them to integrate into their profession.

The exact content, form and duration of this help depend largely on each guidance officer's needs and requirements. Moreover, with the objectives set this help leaves guidance officers free to choose their methods and to act independently; whilst they require assistance with certain cases, the Industrial Psychology Services wish to encourage vocational guidance officers to work on their own responsibility, except in cases of clinical psychology.

FEDERAL REPUBLIC OF GERMANY

The basic agreement for collaboration between schools and the vocational guidance services described in the previous report (1971) has been endorsed by Land legislation.

Moreover, a basic agreement was entered into on 12 November 1973 between the Federal Office of Labour and the Federation of German Chambers of Commerce and Industry and the Federal Union of German Craftsmen to regulate collaboration between the services of the Federal Office of Labour, the Chambers of Commerce and Industry and the Craft Associations in the field of vocational guidance. The agreement provides for a regular exchange of information between the services of the Federal Office of Labour, the Chambers and Associations; this collaboration will also involve the vocational counsellors of the Chambers and Associations, and the Manpower Office guidance officers.

The provisions governing the allocation of places on vocational training courses are the central feature of the agreement. The technically very similar powers of the Federal Office of Labour and of the Chambers and Associations can be harmonised, thanks to the Employment Promotion Law and the Vocational Training Law respectively. The following procedure has been adopted for this purpose:

- The Chambers/Associations recommend employers to make use of vocational guidance when recruiting trainees.
- The Employment Promotion Law requires the vocational guidance services to ensure that clients with the required aptitudes are allocated only to training vacancies which offer all the requisite guarantees from a technical, health and education standpoint. With this aim in view the vocational guidance services base their decisions on the reports of the Chambers/Associations regarding the vocational and technical qualifications of the instructors, and on the suitability of the training premises. The Vocational Training Law requires the Chamber/Association to ensure compliance with these two conditions.
- Under certain circumstances, the vocational guidance services

notify the Chambers/Associations, for information, of applications received from employers for training vacancies.

- In their reports, the Chambers/Associations also give some details of training vacancies.
- If the vocational guidance services have information which casts doubt on the professional and technical qualifications of instructors or the suitability of the training premises, they inform the Chambers/Associations accordingly.

Since the basic agreement does not by itself create a right or a duty for the Chambers/Associations, it is not binding on them unless they expressly ratify the agreement. This procedure has in fact been gradually adopted over the whole area of responsibility of the different Chambers and Associations. Sometimes, however, in order to take account of local circumstances, special agreements have been made with the Manpower Offices, including additional measures going beyond the provisions of the basic agreement.

Moreover, many cooperation agreements have been entered into between the Land Manpower Offices and the (Land) Ministries of Education or the high schools, on the basis of recommendations of the September 1973 Conference of Ministers of Education on "Guidance in schools".

In October 1973, a system of "guidance by appointment" (Beratung nach Vereinbarung) was introduced in all Manpower Offices, with a resultant decrease in consultations without prior appointment. Except in cases of special urgency, the client now makes an appointment for an interview with the vocational guidance officer. This method prevents wastage of time whilst waiting for an interview at the counsellor's office. Clients thus have the benefit of an uninterrupted guidance interview of a reasonable length. This new system has encouraged parents to attend the interview more often than in the past, and generally speaking represents an increase in efficiency and a considerable improvement in individual vocational guidance.

An initial step towards development of the system of vocational information and guidance has been the adaptation of the old "Vocational guidance archives" (Archiv der Berufsberatung) on occupations and training to the new data-processing techniques, thus enabling the whole filing system to be transformed into a computerised vocational information system.

The "Informationen für die Beratungs- und Vermittlungsdienste der Bundesanstalt für Arbeit" (Information for use by the guidance and employment services of the Federal Office of Labour) have been published weekly since 1 January 1971. The specialists are thus quickly informed of recent developments as regards occupations, work, training, studies, advanced training and the economy. The publication has an average circulation of 9,500 copies.

In 1973, the publication "Einrichtungen zur beruflichen Bildung" (Vocational Training Establishments) had a circulation of 6,000. It listed some 6,000 training establishments. The second edition of this publication in 1974 listed some 8,000 training establishments.

In order to provide information for the specialists, a series of publications in card form has been prepared and circulated under the titles "Prüfungsordnungen für Fachschüler" (Examination schedules for technical school pupils) and "Laufbahnordnungen" (Careers organisation); furthermore, charts relating to "occupational mobility" have been prepared, giving information on the possibilities of occupational specialisation, qualification, retraining and advancement.

A catalogue has also been compiled of training establishments for the handicapped, together with a collection of folders entitled "Medizinische Beratungshilfen" (Medical aids to guidance) for the information of the officers responsible for vocational guidance of the handicapped.

FRANCE

Introduction

Before discussing operating methods, it will help to give some details on the new training of guidance counsellors, and their role in the guidance process. This will show more plainly how their methods are developing.

The new training of guidance counsellors involves a four-year course of higher studies: two of these years are spent on specialisation in guidance, and one in a training course at a centre. The course is based on four centres of interest:

- knowledge of the individual
- knowledge of educational background
- knowledge of economic and social background
- guidance information and methods.

Although human sciences, and in particular psychology, still occupy an important position in the training of guidance counsellors, much more attention is given to economic and social conditions and initiation into the techniques of reporting on and investigating the problems of information and guidance within a given geographical area.

This training, which is broader and more advanced than that previously given, became necessary because counsellors were having to deal with more mature clients during their schooling. It was also necessary because of a gradual change in the actual concept of guidance over the last ten years. The aim has undoubtedly always been to give voluntary rather than compulsory guidance; but the tendency now is not to suggest solutions, even if they are the best, but rather to persuade the individual (or the family-young person group) to accept responsibility for his own guidance, to learn to analyse his own situation and to make his choice from among the options available in the fields of education and employment.

All this tends to underline the importance attached to information: information that is so broadly-based that it covers not only the individual and educational factors, but also the widest possible economic and social aspects so as to permit proper consideration of the effects of the decisions which have to be taken concerning the distant future of the person concerned. This does not mean that tests to get to know the individual are neglected but the psychologist's interview is no longer essential and is now reserved for cases requiring specially detailed consideration. Normally, continuous observation within the school and discussions with the teachers, young persons and families provide sufficient indications.

Consequently, the work of guidance counsellors is now largely carried out through the new educational "teams" (équipes) in the schools allocated to counsellors. In these "teams" he acts as technical adviser and shares responsibility for leadership with the school heads and principal teachers, whilst still playing a direct role in individual guidance.

Operating methods of guidance counsellors

Although less use is now being made of psychological tests and individual psychological checks, it is still up to counsellors to decide whether to use such tests if they consider them necessary.

In order to integrate information into the guidance process, which must be part of education, the guidance counsellors help the school heads to draw up and implement the school's annual information syllabus. They then collaborate in implementing this syllabus, especially as regards training and occupational activity. But they also try to coordinate the various information media, especially those provided by the school's Information and Documentation Centre (CDI).

In accordance with the principle that everyone should accept responsibility for his own guidance, self-documentation, setting up self-documentation rooms and devising the

necessary material are becoming the main preoccupations when organising information and guidance centres and CDIs.

The role of guidance counsellors in the educational "team" and in their relations with young people and parents requires them to have a good knowledge of the techniques of organising groups and discussions. Training courses are laid on each year for this purpose, bearing in mind the need of continuous training of guidance counsellors.

It is also the task of CIO guidance counsellors, since they can obtain an overall picture of the education district, to inform the school "team" on the trend and distribution of numbers in schools and on their causes and effects.

IRELAND

The guidance services in Ireland tend towards the following types of activity in educational and vocational guidance within schools:

1 - Observation and collection of information

This is the basic component of every effective guidance system, and the collaboration of all teachers with careers officers is essential if this information about the pupils is to be collected. Many careers officers in turn take advantage of this collaboration to give the teachers information about the pupils: information which can prove very useful in establishing a relationship of collaboration and joint responsibility in the work of guidance.

2 - Apptitude tests

Psychological and other tests prove particularly useful for obtaining detailed knowledge of pupils' personalities. Few of the tests currently used were laid down or devised specifically for Ireland: but experience has shown that the standard American tests

produce relatively satisfactory results in most secondary schools.

3 - Guidance councils

These are the most important factor in guidance work. Group work is now increasingly used for guidance purposes and there is a trend away from the traditional idea of the teacher or careers officer who accepts sole responsibility for advising individuals, towards a system which hinges increasingly on the active participation of many people, on the use of different techniques, on the collaboration of teachers and pupils.

4 - Career education

This expression (now widely used) involves information on the different occupations, the provision of pamphlets containing information on the various careers: in short, a panorama of all the educational/guidance work traditionally performed by careers officers. However, all this is only part of career education, in the context of a more complete and dynamic concept aimed at preparing pupils for work and grown-up life by means of a series of teaching techniques, such as small-group activities, experimental performance of certain tasks, visits to employers and, of course, class instruction.

It should, however, be pointed out that this kind of career education is at present provided to a very limited extent only. Most of the guidance teachers come from universities where they have received a classical education; consequently, they have little knowledge of the problems of the world of work. This aspect of guidance work still needs considerable development.

To this end, a short course of experimental work was organised for teachers in July 1974. About twenty teachers

took part, but this is only the beginning of a much larger programme of courses. As already mentioned, some schools organise visits to employers, often in collaboration with the local manpower services; but except for a few schools, no official experimental work programmes have yet been arranged.

5 - Collaboration with other members of school staff

As already stated, the collection of information on pupils assumes that the other teachers will collaborate with the teacher responsible for guidance and will give him the information they have acquired by personal experiences. But other aspects of school activity may also call for cooperation between the various members of the school staff, particularly in the case of disadvantaged pupils, and those who lack the ability or the desire to learn. The guidance teacher, working in close collaboration with the teachers responsible for remedial courses, performs a particularly useful function, suggesting suitable syllabuses and monitoring at close hand the progress of each individual pupil during schooling.

ITALY

During the period under review, much time has been devoted to the detailed study and better use of group techniques and psychological investigation and motivation techniques, in respect of the direct clients of the services (young persons and adults), of their living and training conditions (families, training centres, trade unions, youth associations) and also of the structures and institutions concerned with the problems of guidance, vocational training and placement in employment.

The positive nature of the work is demonstrated by the co-ordination of vocational training courses for individuals and groups, and by the increasing number of successful efforts on behalf of young apprentices and pupils from training courses who return spontaneously to

guidance centres for further information or in search of solutions to their problems.

Cases of follow-up action comprised:

	1971	1972	1973	1974
Apprentices	13.309	14.580	15.802	13.837
Pupils on vocational training courses	8.518	10.340	12.868	7.676
Totals	21.827	24.920	28.670	21.513

LUXEMBOURG

There is nothing to report regarding the improvement of methods.

NETHERLANDS

1 - Vocational guidance methods

To give a guidance recommendation it is necessary to know the person for whom the advice is needed, and the different training courses and occupations that are available. A test of one form or another is generally used to determine the personality and abilities of clients.

Until a guidance counsellor or a psychologist has formed a sufficient idea of the client's possible options, he cannot consider which forms of training and/or occupations, or even which vocational institutions, will be best suited to the candidate. It is at this point that

a recommendation is made and advice is given, although these are obviously not binding on the client.

In the Netherlands the tests are carried out in school or are organised by the Regional Manpower Offices; in addition, private tests are carried out at the request of persons who approach a Vocational Guidance Office individually and directly.

In school, the tests are requested by parents' associations, the authorities, or by the head of the school, with the authority of the parents, and are held in the school for a group of its pupils.

The tests organised by the Regional Manpower Offices are carried out either for the purpose of placing people, especially the handicapped, in jobs, or for inmates of sanatoria, prisons, colleges and social institutions for young persons.

Types of tests

Special vocational guidance institutions wishing to obtain a State grant must organise the tests to comply with the national regulations on grants. These conditions also apply to the vocational guidance sections of the Regional Manpower Offices.

The grant regulations list six types of test, for each of which they set out the minimum content and procedure. To give some idea of the requirements, we quote the content of a complete (basic) individual test for young persons:

- a - an oral interview with the client;
- b - a psychological test (generally with written and oral parts);
- c - an information interview with the person seeking the consultation;
- d - the submission of an opinion or written reasons for the latter;
- e - the issue of written advice which (except in certain special cases) must be preceded or followed by

an interview with the client and/or the applicant for advice.

In other types of tests - essentially class tests - the first requirement is a written test in class (subject to prior authority from parents). This written test is sometimes followed by an interview in conjunction with an individual psychological test, but the simplified test (written group test of pupils only) is also given.

Another type of test does not include the psychological test, so that the guidance counsellor's advice is based primarily on an interview with the client.

The grant regulations also lay down a minimum or minimum average duration of tests, which must not in any case be too lengthy. It has been calculated that a vocational guidance institution can carry out some 260 basic tests per expert per annum. These regulations also lay down which officer (psychologist, guidance counsellor, etc.) should carry out most of the parts of the test. However, the division of responsibilities between the various officers varies according to the kind of institution.

Differences of methods in the various vocational training organisations

In vocational guidance sessions at Regional Manpower Offices, both the written and oral parts of the test are conducted by a guidance counsellor using simple psychological tests; only particularly difficult cases are referred to a headquarters psychologist or assistant psychologist for detailed examination.

Originally, the tests were carried out entirely by psychologists at the special vocational guidance offices. Subsequently, guidance counsellors participated to a much greater extent; but the number of psychologists at some offices is greater than at the Regional Manpower

Offices. However, there is an equal division of work in school tests.

The few local-authority Vocational Guidance Offices are not subject to the national grant regulations for special vocational guidance institutions; as they are not, as a result, required to comply with the conditions laid down, their methods differ considerably. The same applies to private psychology institutions, which lay particular emphasis on the psychological test which generally comprises a written and an oral part.

Development

During recent years there has been considerable discussion of the need for a new method of vocational guidance, in which the psychological test would be limited to establishing the level attained by the pupil and his interests. The idea of this method is to persuade clients, by providing suitable information (i.e. on the basis of the information furnished by the tests and vocational information processes] to make their decisions as freely as possible.

For this purpose, attention has been increasingly concentrated on interview techniques and group discussions with clients.

Another example of new methods is the increasing use of "intake interviews" by the Manpower Services: a guidance counsellor or a youth counsellor has an initial interview with the client to ascertain his needs (vocational guidance, information on occupations or training, placing in employment, etc.), so as to ensure that vocational tests are given only to persons to whom advice based on the test can be of real use.

2 - Vocational information methods

The Regional Manpower Offices endeavour to adapt vocational information to the idea that the choice of an occupation is not a once-and-for-all decision but a gradual process lasting several years, during which

partial decisions will be taken, each of which will have its effect on the final choice of occupation.

This means that the information must be provided gradually. There are generally three different stages: preparatory information, general information and specialised vocational information. During recent years efforts have been made to establish optimum collaboration between the institutions concerned (Directorate General of Labour, schools, Special Vocational Guidance Offices) so as to determine exactly what part each of the institutions is to play at the different stages.

Preparatory information is aimed at pupils completing their elementary education, for the purpose of toning down the pre-adolescent's impressions of the world of work, encouraging understanding of the interdependence of occupations, and of firmly implanting the idea that an apprenticeship or specific training is essential for a given occupation.

General information is designed in particular to draw attention to training opportunities and to the employment sectors from which young persons will be able to make a choice when they have completed a course of further education.

Specialised vocational information is detailed information on a limited number of occupations within a certain employment sector.

Generally speaking, the special offices use the same methods. They have recently been trying, in addition to providing information, to encourage young persons, to make them more active and more aware when making their choices and to encourage them to discover themselves. In other words, there is an increasing tendency towards education that will develop their capacity for making decisions, which is important for choosing education and an occupation, and which is the basic requirement for adult behaviour in the community.

Development

If, as already stated, the choice of an occupation must not be regarded as a once-and-for-all decision

but as a gradual process spread over several years, it is clear that the training period must be geared to this reality and therefore be available at the time of making decisions which will directly or indirectly influence the choice of occupation. The educational phase may take the form of internal information (on an individual's subjective opportunities, based on his abilities and interests: vocational guidance), of external information (relating to objective opportunities as regards studies and occupations: vocational information) and of development of the ability necessary to make a responsible choice of occupation (= decision-making ability).

Who should be responsible for training at the different stages through which young persons must pass until the time comes for them to make a final choice of occupation: the Ministry of National Education, or the Ministry of Social Affairs? The reply to this question depends on various factors, inter alia:

- the organisation of education (e.g. integration of general education with preparatory education for an occupation);
- the stage of development attained by young persons at a given moment in the process of choosing an occupation;
- the nature of the knowledge and abilities required at a given moment (either in order to choose an occupation or to be able to live an adult life in the community).

If we are to respect this gradual nature of the choice of occupation and the responsibilities at each moment of this training process, a distinction should be made between the three stages of preparatory, general and specialised vocational information mentioned earlier.

The aim of the first stage is to help pupils who are completing their elementary education with the choice of their further studies. Responsibility at this distant stage of preparation for life in the community clearly rests with the schools.

The general information stage should also be the responsibility of the schools, since this information is also aimed at helping pupils when they are required

to make choices which will affect their future education. The choice of a type of education after a selection class, the choice of a branch of higher education on completion of further education and the choice of preparatory vocational education all call for information about occupations, an ability to make decisions which we may term transitional, and which as such is still mainly a matter for the schools.

However, the situation is different as regards the specialised vocational information stage, which comes at the time of choosing a career proper and which requires detailed knowledge of the world of work and the available options, which a member of the teaching staff of a school cannot be expected to possess. This information must therefore be given by specialists such as the Youth Counsellors of the Manpower Offices and the guidance counsellors of the private vocational guidance offices.

Obviously the various stages cannot be divided into watertight compartments, and they serve only to establish clear relations of collaboration and to avoid conflicts of responsibility.

UNITED KINGDOM

While there has been no outstanding innovation in vocational guidance in the Careers Service there has already been (as previously described) a steady improvement in working methods. Two important factors in this process have been the introduction of interest inventories and psychological tests and an improvement in the quality and variety of documentation available for use in schools and colleges. Careers officers have for some time been granted access to interest inventories and computers. The Department of Employment's vocational assessment tests (DEVAT) have for the last two years been available to local education authorities.

The careers material provided by COIC is constantly added to and updated and includes the very successful "Signposts". This is a self-help device for careers information and consists of 400 cards filed in interest groups, each giving concise information and further sources of reference about an occupation.

In two local authorities there have been developments in computerised careers information (see Section IV B). There has also been some use of local radio to disseminate careers and employment information.

There is also increasing use of audio-visual aids and of group discussion techniques by careers officers as a means of informing pupils and encouraging them towards open, informed discussions. An interesting trend is the attempt by various guidance teachers to reduce the size of discussion groups. Planning in advance of the school year has developed, providing an opportunity to review the complementary roles of careers officers and careers guidance teachers to ensure the effective and economic use of professional time.

There has been an improvement in the quality of school medical reports on handicapped pupils supplied to careers officers under the revised arrangements for the Employment Medical Advisory Service.

The previous system of concentration of interviewing in the Spring term has been largely replaced by spreading interviews evenly over the school year. There is also a trend towards a system of selective interviewing.

Careers Service Inspectors of the Department of Employment and HM Inspectors of the Department of Education and Science and the Scottish Education Department

continue their inspection of the work of the Careers Service by means of informal visits. They also make useful recommendations on the entire range of careers officers' work in schools, colleges, industry and the office as well as on general organisation, staffing and suitability of premises. Despite financial difficulties there have been improvements in professional and clerical staff, and to equipment and organisation in general. It is hoped that these measures will result in the long term in improved working methods and a better service for young people.

In the Occupational Guidance Service the fundamental procedures have remained largely unchanged. After more than 9 years of practical experience it is felt that the Service is operating on sound lines. Nevertheless continued attention has been given to possible improvements in the content and methodology employed in training courses and in techniques and procedures in the operation of the Service.

A number of developments in the period from 1971 to 1974 merit special attention. From its inception the Service has had the benefit of professional support from the Department's (now the Agency's) psychologists. They have played a prominent part in designing the training courses and the participation of Guidance Officers in them, while those employed on the organisational side (together with external psychologists employed on a sessional basis) have provided a source to which Guidance Officers can refer for help with the few cases presenting particular difficulty. Until 1973, Guidance Officers, although trained in the use of an interest inventory, had to refer to a psychologist any case requiring the use of psychological tests. Following an experiment in 1973 in the use by Guidance Officers themselves of a series of ability tests, this new skill is being extended to all Units in the Agency's network. The process should be completed early in 1976 and thereafter all Units will

have the benefit of this additional facility without the need to continue to refer to psychologists. This should also reduce calls on them to those cases where a more detailed professional opinion is considered desirable.

The Agency has also since 1974 been considering the possibilities and advantages of the use of computers for guidance purposes. This has led to a field trial limited to one of the Units during 1975, and the results of this trial are being studied. The needs of the Guidance Service - and other parts of the Employment Service - for ready access to comprehensive sources of information are also under consideration.

In the operational area a good deal of attention is being devoted on efforts to minimise and offset the effects of clients failing to attend for interview, a problem which in varying degrees is inherent in the appointment system.

The importance of special attention to selection of staff on the basis of their aptitude, personal suitability and past experience has always been recognised. Those nominated for this work must complete to the satisfaction of the psychologists and tutors engaged in their training, the basic 8 weeks course. To ensure as far as possible that staff are suitable for training work, all those initially nominated for this work participate with psychologists and tutors in a seminary so as to obtain a clearer idea of what the training and the work itself involves, and also to enable an assessment to be made of their suitability for guidance work.

B. Study and research

BELGIUM

Ministry of National Education

For three years now the two State universities of Ghent and Liège have extended from 4 to 5 years the length of the psychology and teaching courses for persons wishing to qualify as counsellors at the psycho-medico-social centres. The extra year concentrates especially on the practical side.

Ministry of Employment and Labour

Research has hitherto been entrusted mainly to psychology students, who have written their theses on certain technical problems of vocational guidance.

This research includes:

- a study of the psychological factors connected with the phenomenon of unemployment (a résumé of which was published in the book "Measurement of Human Resources");
- a study of the value of a series of tests for bricklayers (awarded a prize by the National Building Industry Fund).

DENMARK

New methods of preparation for the choice of a career, which are geared to the educational process and the various occupations, are constantly being tried out.

The vocational training courses for young persons and the guidance courses for adults mentioned in Section III are still to some degree under experimental study.

A series of studies is being carried out by the Institute of Social Research, whose experiments with the present

generation of young persons should produce results providing a satisfactory basis for assessing accurately the effectiveness of various activities preparatory to the choice of training and a career.

FEDERAL REPUBLIC OF GERMANY

There was a considerable increase between 1971 and 1974 in the research conducted by the Federal Office of Labour into the labour market and occupations.

The Institute for Labour Market and Occupational Research (IAB) of the Federal Office of Labour has submitted a large number of reports:

- 1971: Employment trends of old persons; Medium-term forecasts for the labour market; Research into career development of wage earners; Research into the results of advanced training, retraining and initial training for work; The effects of technological development on manpower; Annual statistics on the labour market; Seasonal table of labour-market statistics; Application of research results to the work of the Federal Office - International contacts;
- 1972: Manpower needs until 1980; Presentation of a labour-market model allowing for various possible trends; Productivity forecasts; Short-term forecasts for the labour market; Investigation into employment supply and demand; Research into the result of vocational training; Research into career development of wage earners in the context of mobility; Research into the main activities of wage earners; Effects of technical changes on manpower; Personnel planning in industry; Analysis of wage statistics over a period; Questions of the labour market at European level; International research project on automation and industrial workers;

1973: Manpower potential until 1990; Manpower requirements until 1980; Development model of the labour market in the context of the aims of the general training plan; Investigation of employment supply and demand in the context of efforts to find substitute products.

Effects of promotional measures on regional labour markets; Short-term forecast for the labour market; Research into career development of wage earners in the context of mobility; Regional differences in vocational training opportunities, and proposals for their reduction; Effects of technical changes on manpower; Collaboration with the Federal Institute for Research into Vocational Training; Consequences of the free movement of labour in the European Community.

- Labour market statistics; Project for future investigations for the purpose of monitoring the effectiveness of promotion, advanced vocational training, training for change of occupation and initial vocational training, and from the point of view of vocational retraining; Utilisation of research data by setting up study groups at Land Manpower Offices;

Research carried out at the request of the Commission of the European Communities and the Federal Ministry of Education and Science; International collaboration in the research sector;

1974: ABC : Manual of career opportunities in relation to education, occupation and economic sector : Publication for use by the Guidance Services of the Manpower Offices; Medium and long-term forecasts for the labour market, including fluctuation margins; Research into the energy crisis and problems of employment and training facing young people; Results of requests for an economic policy, a labour market policy and a regional policy; Research into the structure and mobility of the working population; Aids to assessment and expediency of individual promotion in the context of a labour market policy; European and international

labour market research; Research into the labour market and occupations in the context of technology and business management; Collaboration with the Federal Institute for Research into Vocational Training (BBF) by means of "Workshops"; Application of research; Documentation and utilisation of research on the labour market and occupations and its results; IAB Scientific Councils and advanced training of scientific staff.

The Institute for Labour Market and Occupational Research (IAB) has published the following;

- Mitteilungen aus der Arbeitsmarkt- und Berufsforschung (Bulletins on Labour Market and Occupational Research): quarterly;
- Quintessenzen aus der Arbeitsmarkt- und Berufsforschung (Digest of Labour Market and Occupational Research): summary of research work published in the "Bulletins";
- Quintessenzen aus der Arbeitsmarkt- und Berufsforschung - neue Folge (ditto, new series): Series of pamphlets dealing with specific problems and topics, and summarising research carried out;
- Handbuch zu den ausbildungs- beruf- und wirtschaftszweig-spezifischen Beschäftigungs-Chancen (Manual of career opportunities in relation to education, occupation and economic sector): handbook for the Guidance Services of the Federal Office of Labour;
- Materialien aus der Arbeitsmarkt- und Berufsforschung (Data from labour market and occupational research);
- Arbeitsbericht des IAB (Report of the work of the IAB);
- Beiträge zur Arbeitsmarkt- und Berufsforschung (Reports on labour-market and occupational research): detailed reports on the research;
- Forschungsdokumentation zur Arbeitsmarkt- und Berufsforschung (Labour market and occupational research documentation): constantly updated information on Federal Republic of Germany and other German-speaking countries;
- Literaturdokumentation zur Arbeitsmarkt- und

Berufsforschung (Labour market and occupational research bibliography);

- Pamphlets concerning the Institute for Labour Market and Occupational Research: brief information about the IAB, its methods, organisation and publications.

During the period under review (1972) the IAB (Institute for Labour Market and Occupational Research) had a staff of 84 persons, half of them university-trained. During the organisation stage of the IAB, which was concluded at the end of the period under review, scientific advice was given to the IAB by a committee of experts consisting of independent professionals from the following scientific disciplines: economics, business management, technology, labour science, sociology and economic and social statistics.

FRANCE

Research Department of the National Institute of Labour and Vocational Guidance Studies (INETOP)

During recent years the INETOP Research Department has added to the research already carried out into aptitudes and interests at the first stage of secondary education, by making studies of the acquisition of mathematical knowledge, training for choice of a career, and personality. The pupils of the transitional and final practical classes have been the subject of special study; cultural questionnaires, tests on the development of logical thought, and questionnaires on their interests, were specially devised for them. The study of interests at the second stage of secondary education has also continued, and motivation studies have been begun at higher education level.

In addition, national surveys have been conducted into problems concerning guidance, primarily for the purpose of determining the distribution of certain

characteristics of populations throughout the country, so as to provide terms of reference for use when testing individuals or small groups. Follow-up surveys of large samples of pupils have provided information on the prediction value of a number of psychological tests; the data collected enabled more general problems to be studied, e.g. extra lessons, school leaving, democratisation of education, and the effect of institutional factors on the level attained by pupils in the terminal class of the scientific course.

More fundamental studies have also been commenced in connection with a primary problem of differential psychology, namely the origin of individual differences. Two of these are designed to elucidate certain environmental effects on intellectual development. Another study concerns behavioural genetics.

The service's work on interests and personality has expanded during the last five years. It is proposed to continue the research begun in this field and to tackle or develop the study of attitudes and motivation by means of a project concerning the attitude of pupils in the second class to the educational system; and also by means of a project relating to the motivation of pupils in the terminal classes for going on to higher education. In both cases attitudes and motivation will be studied in the context of future projects which we believe should explain the dynamics. One of the characters of these projects - the time scale to which they refer - will be studied directly by another project based on Nuttin's theories.

In the cognitive field, the service is concerned with creating instruments for the information and guidance centres. It is proposed in particular to update and reintroduce aptitude tests compiled earlier, and to carry out validation studies on a list of pupils drawn up by the Ministry of Education Economic Information and Statistical Service. A series of French language tests at the first stage of secondary education is also being prepared, after carrying out a similar

exercise on mathematics at the same level. A catalogue published recently contains information on all the tests compiled by the service (1974).

A beginning has been made on more important research work, based on Piaget's theories. The purpose of some studies planned is to find whether certain psychological theories can help to elucidate educational problems. One such project concerns the study of the reasoning of first-stage pupils during a technological apprenticeship. Another seeks a diversified means of presenting data so that learning can be related to the actual stage of development of the pupils.

The cognitive theories of personality suggest further hypotheses. The attitude and motivation studies mentioned earlier and a project for the study of cognitive styles are based on these.

This aspiration to provide theoretical bases wherever possible for the research that will have to be applied is a common feature of the INETOP research service's projects.

The Centre for Study of and Research into Skills (CEREQ), established in 1970, began a series of studies designed especially to obtain information about the development of skills and the modes of access to employment; these studies have a direct bearing on information and guidance. The factors explaining the development of skills are sought through "sectorial studies" which relate the main characteristics of production units to the structure of their type of work, and also by means of "transverse studies" aimed at identifying the characteristics and development of the functions of the firm. The first method has been applied to the chemical, mechanical and building sectors; the second has been used, for example, to study the development of the applications of computers and its effect on specific jobs and on changes of skills within the firm.

The study of modes of access to jobs is intended to give the network of training centres information about the different employment situations, obtained from the young persons and adults who have passed through the centres. In this series, one survey has already been completed of students who left university in 1970, and one on the activity of holders of a vocational study diploma.

In 1974, CEREQ's programme included a "French Inventory of Occupations" designed to provide accurate information on the content and development of occupations and to facilitate the comparison of occupations, irrespective of the sector of activity to which they belong, on the basis of common training.

This organisation's current programme also includes research into the improvement of forecasting media.

Studies in Information and guidance centres

The trend of school populations, and their distribution and causes are a matter of constant concern to the study centres, which are often located at departement or academic-district level. The results of these studies are directly used for information purposes, and can give teachers a picture of guidance which goes beyond the bounds of their class.

But some counsellors go even further they seek to highlight certain aspects of guidance about which little or nothing was known hitherto. By way of example, we would cite a study designed to show how the guidance of pupils is influenced by factors inside and outside the school (teaching organisation, composition of teaching staff; geographical location of the school, socio-economic equilibrium, etc.).

A "promotion cell" will be organised in each academic district to encourage and assist this applied research work.

IRELAND

Training courses for guidance officers

In 1967, the Faculty of Psychology of University College Dublin introduced a diploma for vocational guidance counsellors following a year's advanced training course for graduates, for the main purpose of training teachers involved in vocational guidance work.

In 1968, the Ministry of Education organised summer courses for teachers, which were repeated annually until 1971.

In 1972 the "Mater Dei" College also introduced a diploma for vocational guidance counsellors, available only to serving teachers and involving a year's study.

In the school year 1974-75 about 90 teachers attended training courses at University College Dublin and the "Mater Dei" College; and it is hoped in the next five years to organise guidance services for all secondary school pupils.

It must be recognised that the growth of training during the last five years and its future development as mentioned, result largely from implementation of the 1971 recommendations of the "Consultative Committee for the Training of Guidance Counsellors" set up by the Ministry of Education and composed of teaching staffs and managerial bodies.

ITALY

The figures relating to the amount of vocational guidance work do not give a full picture of what the staff of the ENPI Guidance Services have achieved in that direction. In fact, the staff at the Centres have also carried out research aimed at improving the social work which they do as described in previous sections.

The research in question (carried out in particular through discussions, meetings and refresher courses concerning vocational training) is designed to widen knowledge of:

- a - the world of work and occupations at national, regional and local level;
- b - the needs and requirements of clients of the vocational guidance services;
- c - the individual and social mechanisms which are really crucial in the course of the guidance and decision-making processes.

The knowledge gained from this research work is not of course an end in itself, but provides a valid basis for making the vocational guidance services more dynamic and efficient. This knowledge is in fact used to disseminate information about the world of work and its trends, and provides a stimulus for arousing interest and encouraging action by the bodies responsible for or interested in the problems of training young persons, so as to ensure that the services provided by guidance staff correspond to their clients' real needs.

Finally, studies and research by the ENPI include participation in international study meetings and seminars, thereby giving the staff time to think and bring themselves up to date, as well as a privileged opportunity to exchange information on vocational guidance.

LUXEMBOURG

Nothing to report.

NETHERLANDS

1 - Vocational guidance

The headquarters department of the Directorate General of Labour has a centre managed by a psychologist/researcher responsible for conducting research into the methodology of psychological aptitude tests (improving tests, devising and trying out new tests, presenting standard models, etc.), the vocational guidance councils, and the selection of candidates for adult vocational training centres. The scientific institutions of the various universities and the special vocational guidance organisations also conduct research on a more limited scale. Surveys concerning vocational guidance are also often carried out by scientific institutions on behalf of the Ministry of Social Affairs.

The psychologist/researcher of the Directorate General of Labour and his staff worked on the following projects in 1973 and 1974:

- a - a Dutch version of the Wechsler Adult Intelligence Scale;
- b - new procedures adapted to different schools from the Differential Aptitude Test;
- c - adapting an American test for investigating commercial aptitudes;
- d - devising a series of tests for machine operatives;
- e - devising a test on general development;
- f - devising a new assessment scale for career choice tests.

2 - Vocational information

Effective vocational information calls at all times for a continuous and systematic study of occupations, and for constantly updated documentaton on the various study and training facilities leading to the different occupations. For this purpose, the Ministry of Social Affairs has a "Vocational Information and Study Division"

whose task is to collect literature and information on occupations and their study. This Division continually updates and circulates data on publications which are essential not only for vocational information, but also for placing applicants for employment and for vocational guidance. In 1972, the team responsible for this permanent work comprised 25 specialists on the various occupations, spread over the entire country but linked to headquarters, and some fifteen specialists on occupations and documentalists belonging to the above headquarters Division.

Since 1965 the vocational information work of the Directorate General of Labour has included a scientific investigation conducted particularly by means of studies and surveys carried out in collaboration with the Scientific Institutions of various universities in the Netherlands. This investigation has clearly demonstrated that the choice of careers is not determined solely by the aptitudes and inclinations of the individual, but is influenced to a large extent by a number of social factors in a manner which makes us wonder whether one can really speak of a choice. The social factors affecting the choice of a career are the original social milieu, the regional labour market situation, type of education, and the different way in which boys and girls regard a career.

UNITED KINGDOM

During the period under discussion efforts in the Careers Service have been directed primarily towards three objectives. The first of these was basic research designed to yield more information about the employment patterns of young people. Secondly there have been a number of projects aimed at the development of new techniques designed to help the practising careers officers by providing them with a more scientific set of tools to assist them in their work. The third aim involved the setting up of experiments to improve the organisational structures and the tasks of the careers officers.

In the field of employment patterns there have been a

number of surveys of young persons' vocational interests, including one carried out by the Office of Population Censuses and Surveys (OPCS) for the then Youth Employment Service, on a sample of 15-16 year old boys. The practical work was completed in 1971 and the first report published in 1974. Further reports are expected.

The report on the reference group from J.W.B. Douglas' National Survey referring to the school leaver, appeared in 1971. Perhaps the most interesting feature of that survey, from the point of view of occupational guidance, was the work done by Nicola Cherry who was able to demonstrate clearly the value of occupational guidance. The group in question, studied by the National Children's Bureau, has now reached the transition to work stage and further information will therefore be obtained from this research.

A further on-going survey conducted by the OPCS concerns a group comparison of employment experience of matched samples of West Indian and white school leavers in the London area and Birmingham. The third part of this study will analyse career progress. These surveys are producing much information on the attitudes of young people and their parents, what their needs are, and what the impact of the careers services on them is.

In the field of techniques there have been possibilities of application of modern technology to the needs and development of guidance services for both young people and adults.

An Employment Service Agency Working Party has for some time been considering the possibility of setting up a data bank on occupations and has also been studying the guidance process as a potential basis for "on-line experimentation" within the Occupational Guidance Service. The Working Party is still sitting and during 1975 a short practical trial of an existing system has been conducted

at an Occupational Guidance Unit in order to provide practical experience of the operation of a computer-assisted service having regard to possible developments in this area.

Experimental work has also been done in the Leicester local authority's (LEA) careers service where a batch process system has during the seventies produced, on the basis of information supplied to the computer, various publications regarding job suggestions for careers officers to consider. Methods of validating the system are now under discussion and the inventors, Witherspoon and Roberts, two careers officers, are considering the possibility of converting to an "on-line" system. Another computer, based on an "on-line" system, has been installed by IBM Company in conjunction with Cheshire local authority (LEA).

The guidance process has two aspects, one of these analytic, when individuals and job possibilities are studied under corresponding categories; the other synthetic, when information from the categories is combined to produce employment recommendations. The use of the computer can make considerable contributions to the work of synthesis. The research which is now to be described is about the analytical aspect of guidance.

Various resources have been directed towards the construction of psychological tests and interest inventories. The Department of Employment Vocational Assessment Tests (DEVAT) produced in 1971 have now been available to local authorities for two years so that increasing use of them in the LEA services may be expected. DEVAT is currently being validated: occupational norms are being compiled and the capacity of the tests to predict academic success is being ascertained.

The Interest Guide developed by Dr. Closs of Edinburgh University has been revised to produce what was to have been the final version. However, the Sex Discrimination Bill has made further changes necessary.

The Hatfield Polytechnic have produced and are continuing to produce a series of Job Knowledge Indices, which are a series of questionnaires in true or false format covering critical and distinguishing areas in different professional-type occupations. The answers are validated by extensive correspondence with practitioners and competent bodies. The indices are proving a most effective way of communicating information about occupations to clients and counsellors. The possibility of using them with other types of occupation has yet to be explored.

Much interest is being aroused by the method of occupational classification. It is thought that a good classification, in terms of human factors, would be invaluable in helping individuals to choose suitable jobs in schools, OGU's or Jobcentres. The conviction is growing that different guidance contexts may require different classification systems. The Grubb Institute completed a project in Coventry which involved a fresh look at the transition from school to work. The analysis showed that the careers officer could play an effective part as the main link between school and work and that his major effort should be directed towards those with influence within the social structure, i.e. teachers and employers, rather than the young people themselves.

The Community Industries Scheme is another attempt at bridging the gap between school and work, and arranges work for disadvantaged young people who are unable to find or keep work. Studies concerned with the evaluation of this approach, carried out by the Centre for Youth Studies and Research at the University of Manchester, are now completed and the relevant report has been submitted to the Department of Employment.

In addition the Employment Service Agency conducts courses at 11 of its Rehabilitation Centres to help the less able school leaver to make the transition from school to work. Vocational assessment and guidance are an integral part of the course.

In the field of study the period has seen the development by the Careers Research Advisory Centre of a new journal, the British Journal of Guidance and Counselling.

The lines of research being pursued are complementary. New methods of collecting information about people and jobs means that the job-recommending function must be improved to utilise fully the new information. The role of counsellor obviously requires continual information about the career patterns of young people; consequently, he must improve his skills to use the new technology.

Finally, within the period under review, a small Working Party within the Employment Service Agency began consideration of the possibility of providing a whole series of non-computerised aids within the Occupational Guidance Service. The most interesting result is a decision to devise a system based on an occupational search list, which will relate the main client characteristics of "interests" and "ability levels" to occupational areas. The initial version of this reference method should be available during 1976.

C. Outlook on future developments

BELGIUM

Ministry of Employment and Labour

Efforts have hitherto been concentrated on setting up groups of instructors rather than study and pure research groups. In future, scientific research will have to be carried out by psychologists so that specific research work finds a place in the vocational guidance services as a whole.

Three study projects are planned:

- a study of problems relating to vocational training for the secondary sector;
- a study of the same problems for the tertiary sector;
- a study of the value of the tests used to determine the knowledge levels of applicants for jobs.

Work is also in progress on a systematic account of the different types of examinations to facilitate the initiation and training of foreign visitors, trainees and new staff of the various services.

Training activity

It is also planned to train the psychologists in charge of centres by means of residential seminars lasting several days or study sessions organised by the central administration.

The psychologists also take part in the selection and psychological training of staff, vocational counsellors and social assistants.

This training includes in particular a five-day residential seminar devoted solely to the study and practice of psychological and social skills, and intended to arouse the awareness of those concerned and train them in techniques of interviewing in particular. It is planned to use active, concrete methods consisting mainly of psychodramas, communication exercises and audio-visual techniques; all these activities are intended to make contacts with job seekers more human and active.

DENMARK

Apart from an increased realisation of the importance of guidance services in the choice of training, the following main developments deserve attention:

- There has in recent years been a change both in views regarding vocational guidance and training and in the type of action planned; there has

been a shift from pure vocational guidance, centred solely on the individual, to vocational guidance which takes increasing account of the socio-economic milieu into which the individual has to be integrated.

- Collaboration between public vocational guidance services and elementary schools, which called increasingly for collaboration from vocational guidance staff in connection with guidance, training and career choice, is undergoing a change, since the schools are establishing their own guidance systems and the help given by the vocational guidance staff to the various schools is taking on an advisory aspect. The need for close collaboration is recognised in any case, with the result that many vocational counsellors will have at the same time to be elementary school teachers or have been trained as teachers, and that there will in certain cases have to be an interaction between the vocational guidance and educational counsellors for the purpose of giving educational and vocational guidance.

- An increased need for adult vocational guidance can be expected, with the result that these services will be expanded.

- In the educational sector, attention is now being turned towards devising a common method of training for all guidance staff as regards educational and vocational guidance. A committee of the Vocational Guidance Council published a report on this training in 1972.

FEDERAL REPUBLIC OF GERMANY

The Federal Office of Labour considers one of its main tasks to be that of constantly adapting the organisation and work of its services to changing requirements, wholly in the interests of clients. A working plan which takes account of these factors and is designed to achieve the following aims has thus been devised:

- to improve and expand the available services;
- to improve the information systems;
- to try to rationalise working methods.

A pilot experiment which began in May 1972 at the Celle and Würzburg Manpower Offices and finished at

the end of 1975 had the following aims in particular:

- to set up a reception service to give clients better information;
- to define better the characteristics and limits of the respective duties of the guidance and employment services in relation to clients;
- to create at the Manpower Office a central documentation organisation for all guidance and employment services;
- to improve the organisation of guidance services so that they will be better equipped to perform their duties.

As soon as the results of the pilot experiment are available, the forms of organisation and method which have proved successful during the experiment will be introduced in the other Manpower Offices.

In order to make collaboration between schools and the vocational guidance services more profitable from the educational viewpoint, a scientific report was compiled in 1972, at the request of the Federal Office of Labour, on the preparation of a syllabus for education in choice of an occupation (Berufswahlunterricht). Schools and vocational guidance services in various Länder of the Federal Republic of Germany are currently carrying out pilot experiments in connection with education in the choice of an occupation, based on the above principles.

There are also long-term plans to set up vocational information centres in some cities with over 500,000 inhabitants, in particular connection with the need to build new Manpower offices. In rooms open to the public at these Manpower Offices and intended mainly for individual information at the clients' request, the vocational guidance services propose to present guidance aspects and media in a concentrated and uniform manner.

The reduction after 1970-71 in the number of training posts available in industry and the simultaneous increase in the number of school leavers who then become

candidates for vocational training posts call for new efforts in this sector, in the form of specialised publicity, increased contacts with employers, and a placement system based on a balance of employment between Bund (Federation) and Länder. The aims of vocational guidance will also include increased availability of facilities for training for an occupation, in order to introduce to the requirements of the modern world of work those young people who, for a whole variety of reasons, are unable to receive initial "in service" training.

FRANCE

As the reform of the information and guidance services is going forward, an initial stage is approaching completion, namely the assumption of responsibility for pupils in the first stage of secondary education (from the 6th to the 9th year of study).

The next objective, already scheduled, but due for implementation as part of the 1975-1980 development phase, will involve assumption of responsibility for pupils in the second stage of secondary education (from the 10th to the 12th year of study).

A special effort will be made to see that pupils completing secondary education have satisfactory guidance during the transition to higher education. At the same time, the contribution made by the counsellors to the work of the university information and guidance cells will be stepped up.

In order to tackle this work, the recruitment and training of guidance counsellors will be increased, and if necessary diversified with the assistance of the universities. Lastly, the continuous training of guidance staff, which has already yielded good results, will be intensified.

IRELAND

There is nothing to add to what has already been said concerning Ireland.

ITALY

A report which made no reference to the remaining shortcomings of the vocational guidance services in Italy and their real prospects of development would not paint a true picture of the situation there.

It must first of all be remembered that Italy still has no complete system of data collection capable of providing a key for interpreting the complex world of work and of providing support for the centres of decision (Central Government, Regions, Employers, Trade Unions) in solving the serious employment problems existing in that country. This state of affairs makes it particularly difficult to organise an effective scheme for adapting the structures of vocational guidance and training to the real demand for Labour coming from the productive structures.

Thus as things now stand, vocational guidance has not become sufficiently part of an overall discussion of employment policy.

It is primarily necessary to reinvigorate the public structures, which alone can ensure a correct interpretation of the problems of the world of work as a whole by adapting productive requirements to those of a sound and efficient policy of full employment by means of an adequate system of vocational guidance and training.

The declared intention to improve the methodology of guidance work must thus be included in the wider context of employment policy which takes account of the actual requirements of the world of work as a whole. Determination of the specific abilities of individuals to perform certain work must therefore have as its aim, and be viewed in the context of, concrete possibilities of employment. These are two aspects of the same problem which thus require an overall solution, in the knowledge that only in this way can vocational guidance be a key element in matching labour supply and demand.

The recent foundation of the Istituto per lo sviluppo della formazione professionale dei lavoratori (Institute for the Development of Vocational Training of Workers - ISFOL) must also be seen against this background; it was created specifically to make an effective contribution to the devising of programmes for the solution of such problems. The proposal to set up a genuine data bank at the ISFOL is extremely interesting. First and foremost, it would make available sufficient documentation on vocational training activity in the Regions and secondly, it would make it possible to keep track of the continual changes in occupational requirements resulting from technological and organisational changes in production. The aim would be to obtain a sufficiently complete picture for use in directing the demand for employment not only on the basis of individual abilities, but also towards those sectors which offer better chances of actual employment.

It is thus of primary importance to ensure increased liaison and collaboration between the Vocational Guidance Centres and the local offices of the Ministry of Labour, the Regions, and all the social services in the country (trade unions and employers in particular), so as to ensure and increase general participation in the identification and implementation of systems better suited to an effective policy of full employment.

LUXEMBOURG

Nothing to report.

NETHERLANDS

1 - Vocational guidance

The question is being asked in various circles how the need for information on schools, studies and occupations can be fully satisfied in the next few years, and what additional tasks vocational guidance can undertake.

The Vocational Guidance Council has been examining these problems since 1973; and in March 1974 this

government advisory service was officially invited by the Ministries of Social Affairs and of Education and Science to express an opinion on the future role of vocational guidance in the context of schools and employment.

Whilst performing this task the Council will also have to consider the following problems: the problem of cooperation between the managerial staff of schools and the office of the school dean; the requirements of the Netherlands Vocational Guidance Association (which represents the private vocational guidance offices); problems of the educational and vocational guidance of young persons of school age, and the relation between the vocational guidance organisations and the managerial staff of schools.

Only when the Council has expressed its views on the future tasks of vocational guidance and the two Ministries have stated their own views can a start be made on tackling the other problems, regarding such things as organisation and responsibilities for the new tasks which the vocational guidance organisations may have to assume in the context of relations between employment and the individual.

The Directorate General of Labour is concerned with two tasks in particular in connection with the "New-style Manpower Office" project: the integration of vocational guidance and information in the Regional Manpower Offices, and allocation studies. Meetings of guidance counsellors and youth counsellors regarding integration were organised in all provinces to discuss the problem and to exchange ideas with the Directorate General. The problem of allocation involves finding out how the Regional Manpower Offices can offer a better service, both quantitatively and qualitatively, in indicating the candidates who are best qualified for the jobs vacant in the services and industry.

Considering on the one hand the needs of the individuals (adolescents and adults) as regards training and starting work, and on the other the objectives of the existing or emerging organisations which are willing and able to try to satisfy these needs, an attempt will be made to draw up a plan of cooperation and interaction so as to satisfy these needs as best possible.

2 - Vocational information

Recent years have clearly shown that developments in all spheres of community life, including the rapid changes in education and in the world of work, have increased the need for vocational information.

This increased need has been met in part by adding to the number of school deans, whose hours and duties it is proposed to increase. The "Ministerial Commission for Offices of School Deans", created in 1973, recently submitted to the Ministry of Education and Science a report on this question, stressing in particular the need for deans to be better trained.

In the next few years, the aim in both elementary education and the other sectors concerned will have to be to institutionalise vocational information duties, and to coordinate them better.

In view of the complexity of the world of work and the rapid changes to which it is subject, the different officials concerned with vocational education must have a thorough and continually updated knowledge and specific aptitudes in the information sector. The practical course, mentioned in Section II, for the new youth counsellors of the Regional Manpower Offices, combined with systematic staffing arrangements for these officials, can certainly create improvements in the information sector.

UNITED KINGDOM

In addition to the developments already described in the previous sections on study, research and working methods, the Careers Service Inspectorate has issued to all Principal Careers Officers a discussion paper on vocational guidance interviews for the selection of pupils and may soon be involved in local pilot experiments to assess the feasibility of the suggested system. Impending legislation to promote equal opportunities

and eliminate sex discrimination will affect the organisation and working methods of the Service, e.g. guidance and careers officers will need more than ever to consider females' aptitudes for careers traditionally undertaken by males and vice versa.

When finances permit, there will undoubtedly be a development of careers officers' work with colleges of further and higher education; this may involve reappraisal of methods and techniques to cater for a more heterogeneous student clientele than in the past.

So far as the Occupational Guidance Service is concerned, quantitative development of the Service is planned to meet the increased demand which is expected as more people are reached through the opening of more Jobcentres, and from stimulation of demand from among the public at large. As mentioned earlier, the timing and pace of such expansion depend on the availability of funds and resources in the face of competing claims.

In terms of qualitative development the extension to all Units of psychological tests will fall outside the period of this review. The Employment Service Agency will continue to devote its attention to possible courses of action, the use of computers as an aid to vocational guidance, improvements in the provision of occupational careers information and the problem of identifying and classifying the human characteristics of occupations.

GENERAL CONCLUSIONS OF THE REPORT ON FUTURE
DEVELOPMENTS

Having regard to the facts which emerge from the Report, the work of the "European Seminar on Vocational Guidance" held in Denmark (Kolle-Kolle, 22-24 October 1975), and of the "European Seminar on the Vocational Guidance and Training of Female Workers" (Paris, 24-28 November 1975), it is useful to summarise some common general prospects which are indicative of educational and vocational guidance trends within the Community.

1 - In all cases, stress is laid on socio-economic intervention in the labour market by means of guidance. Educational and vocational guidance are considered one of its essential instruments. Hence the need for knowledge of the labour market by means of updated information which reaches teachers, employment officers, pupils and families alike in suitable form. This knowledge of the labour market must take the form of an accurate picture of the socio-economic situation of the district and an overall survey of the regional, national and Community position.

2 - In this context the need has been felt to intensify collaboration between the labour agencies (employment offices) and the educational and vocational guidance centres, and also between schools and the world of work in general. In other words, schools must open their doors to the public as much as possible, just as the public must go to the schools more often, and the schools must be able to present an objective picture of social realities and of all social aspects of the world of work.

Social conflicts must not, of course, be brought into the schools, but pupils' minds must be educated to understand them, and be guided towards solidarity and cooperation. However, the question has been raised from various sides as to whether there are many teachers and educators really qualified and able to give pupils realistic

information on life in the world of work and the community.

3 - From the methodological viewpoint, the current tendency is to attach more weight to persons (guidance officer and client) than to tests, either by enhancing the role of guidance counsellor in schools and in relation to the world of work, or by helping individuals to assume responsibility for their own guidance. First, the counsellor who, while continuing to play a direct part in guidance, is becoming the coordinator of guidance activity involving teachers, parents and pupils. Next, the pupil, because guidance should not tend so much to offer solutions, even if they are the most suitable ones, but rather to enable the person concerned to analyse his own capacities and aptitudes and the situations arising, and consequently to make his own choice of available solutions both as regards education and jobs (self guidance). Thus once more the principle of free choice of guidance by young persons is stressed or rather used to advantage but in the context of an active information scheme, in a kind of incentive system which encourages them to make up their own minds where their abilities could be put to best use. If, for instance, some regions are short of skilled workers and have too many office workers available, it is in everyone's interest to provide enlightened guidance towards the sectors in which there are vacancies rather than towards saturated sectors of the labour market.

This obviously calls not only for anticipatory and coordinated action by all the bodies with guidance responsibilities, but also for a flexible training structure and a suitable methodology; and from the socio-economic standpoint there is also a need to review the pay and status of some forms of work (e.g. manual and agricultural work).

4 - There is general emphasis of the need for a wider-based elementary education, tending towards interdisciplinary structures and syllabuses, a multi-purpose education which enables young persons to adapt what they have learned to the different situations encountered in the industrial market. Since the labour market is

uncertain and changing, the labour force must be organised to adapt itself to the changes: in other words, the schools must pave the way for a series of changes.

It thus seems that specialisation in the strict sense tends to be prolonged as much as possible, whereas initially vocational training would tend to be more flexible and alternate between theory and practice, school and industry.

5 - The principle of equality between men and women as regards training, choice of occupation and jobs is fully accepted within the overall vision of the dignity of labour. In other words, there is a tendency in modern society, by effective application of "co-education" to structures, training content, syllabuses, equivalence of diplomas, access to employment and actual working in the occupation, to create a true parity of social rights and human advancement, without distinction of sex.

Vocational guidance and training, seen and applied in this spirit and this perspective of equal roles for men and women, can constitute a dynamic factor in the employment policy of the Community countries aimed at improving the quality of life of the individual and the community as a whole.

6 - An interesting tendency, already being implemented in some countries, is to use information and guidance as a means of fitting secondary school leavers into the sphere of higher university studies. France, for instance, is setting up "cells" at every university; these are information, advice and guidance bodies in charge of a university professor in collaboration with a secondary school guidance counsellor, whose task is to determine the abilities and inclinations of the students and to guide them towards the university faculties and courses which offer the best prospects.

Higher education intimately connected with secondary education, which has become generalised, clearly cannot remain

isolated from the education system as a whole; and the expedient of the numerus clausus which is used in some countries to limit admissions in some sectors of study, such as medicine should, it seems, be considered an exceptional measure rather than a satisfactory solution. Hence the need for research and experiments in the field of guidance so as to prevent wastage of human potential and imbalance between teaching, training and employment.

7 - There emerges the problem of suitable training for guidance officers, of keeping them up to date, giving them advanced training, and even giving specialised training to special categories of guidance officers (e.g. guidance officers for the physically or mentally handicapped). As the report indicates, different countries use different methods and try to use periodicals, discussion groups, study sessions and special research for this purpose, and to organise university courses appropriately.

In order to examine the problem in greater depth and to stimulate and harmonise the overall effort of the guidance services of Member States, the Commission has planned a comparative study of the basic and advanced training of guidance officers in Member States. The specific purpose of this study is to analyse and compare the basic and advanced training syllabuses in use in Member States, and to suggest if need be any subjects considered suitable for inclusion therein, and the teaching methods best suited for implementing those syllabuses.

The forthcoming seminars, scheduled to be held in Great Britain and Ireland during 1976, will doubtless bear in mind these points of convergence and stimulate the will to continue with this common effort whose aim is to harmonise activity in a sector as delicate as that of intervention between training and employment.

The suggestions which have been advanced seem in short to be the most important and the right path to follow. To determine the lines along which the labour market is moving and so to try to eliminate in advance any points of friction by means of policies aimed at adapting labour supply and demand by the provision of all-round basic training, vocational training and continuous

training, making suitable use of vocational information and guidance at all levels: this is the most obvious conclusion of this report.

