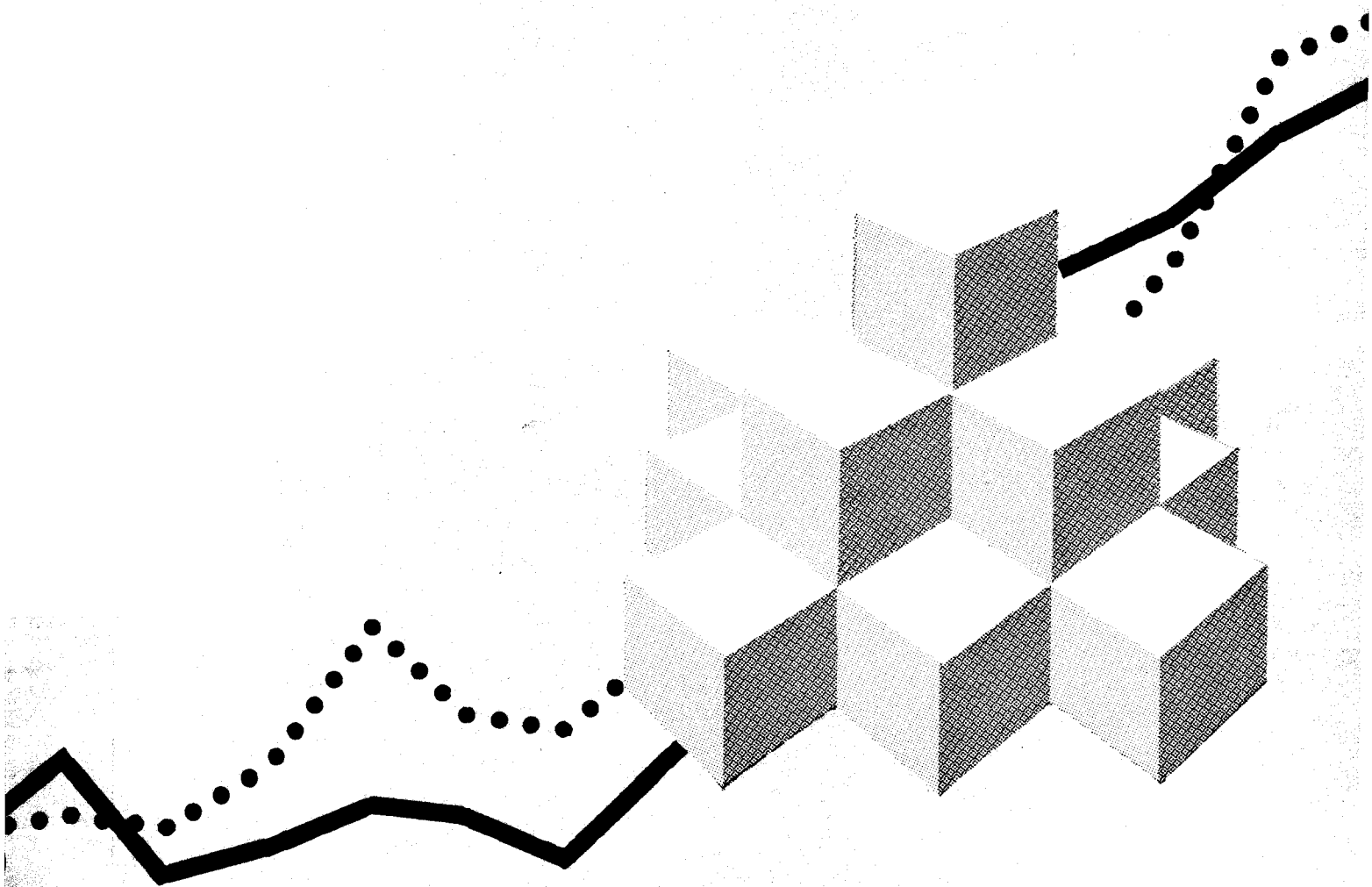


# vocational training

information  
bulletin

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JULY 1974



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# VOCATIONAL TRAINING

## INFORMATION BULLETIN

of the Commission  
of the European Communities

**To the reader:**

**OUR AIM is to keep you regularly informed of the events and concepts which are taking place in the field of vocational training at Community level.**

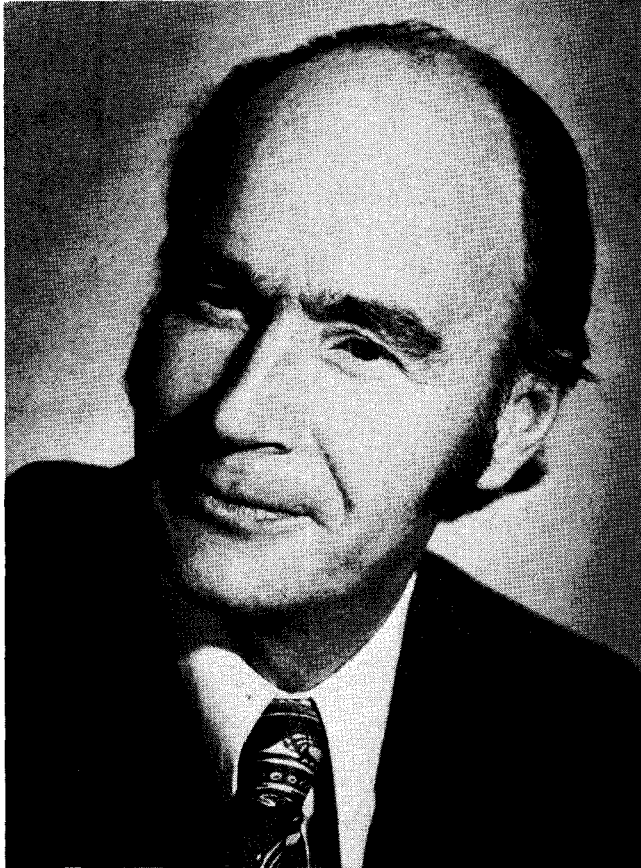
**OUR MEDIUM consists of four issues a year, each of 24 pages, in German, English, Danish, French, Italian and Dutch.**

**The contents will be divided into three parts:**

- 1. The measures decided upon at Community level together with the legal and contractual measures taken by the member states in the field of vocational training;**
- 2. The views which may influence the development of vocational training together with details of the methods and techniques which are clearly progressive;**
- 3. A bibliography of publications in the field and brief notices of relevant activities.**

**The DOCUMENTATION PEDAGOGIQUE, which was, until the end of 1972, a separate publication, will in future form part of the bibliography of this Bulletin.**

**The first issue is very much a prototype and will doubtless reveal some of the problems inherent in such a new venture. It is hoped, however, that it will in time not only provide an effective platform for all those concerned with vocational training, but will also assist in the development of vocational training in the member countries and lead towards greater harmonisation in this field to the benefit of the Community as a whole.**



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## *Community social policy*

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by Dr P. Hillery, Vice-President

Considerable economic progress has been achieved since the setting up of the Community.

But the Community's social policy has certainly not achieved similar progress.

While a number of useful actions were undertaken, the Commission considers that from now on both the whole approach and the scale of social action must be changed. The green light for the emancipation of social policy was given at the Conference of Heads of State or Government in Paris in October 1972. The communique of this summit meeting emphasized the need to give a "human face" to the Community, declaring that economic expansion must not be regarded as an aim in itself but as a means of reducing disparities in living conditions. It should result in an improvement in the quality of life as well as in standards of living. The call for vigorous action in the social field has meant that Community social policy can no longer be regarded as a secondary instrument to offset the social ill effects of other Community policies but as a positive policy designed to attack concrete problems and consequently having a real existence of its own.

I do not intend to deal in detail with the content of the social action programme that the Commission has presented to the Council at the end of 1973, nor on the Council Resolution of 21 January 1974 concerning that programme. The expressed objectives of full and better employment at Community, national and regional levels, of improvement of living and working conditions so as to make possible their harmonization while the improvement is being maintained, of increased involvement of management and labour in the economic and social decisions of the Community, and of workers in the life of undertakings, are now fairly well known.

However, as regards the specific field of vocational training, I would like to mention that last April the

Commission proposed to the Council the establishment of a European Centre for the development of Vocational Training, as a first step in the implementation of a Common Vocational Training Policy. In addition the Commission's Social Action Programme has emphasized the need for special action programmes for migrant workers and their families (especially as concerns problems connected with training and education) and for the vocational retraining of handicapped workers.

In this particular field, just as in other areas of social policy, the Commission has intensified its efforts to associate the social partners at every stage in the preparation of the action programme, and in this way demonstrate its support for the principle of participation as set out in the summit declaration.

Participation is regarded by the Commission both as an objective in itself and as the best means for ensuring success. The Commission fully supports the demands of the European organizations of social partners for greater participation, not just in the drawing up of proposals but in the decision-making process. It also fully agrees with their demands for the extension of the range of policies in which they should participate to cover not just social policy proper but all the other policies that affect living and working standards.

Community policies must, as far as possible, have the support of the people concerned in their implementation if they are to be effective. In encouraging participation and consultation, we are seeking to engender not merely support but a genuine commitment from the various elements involved, the Community institutions, the governments of the Member States, and the social partners. Each of these elements is seen as having distinct functions and responsibilities in working together to create a true Community social policy.

The Commission, for its part, does not aim to centralize the solutions of all the social problems of the Com-

munity nor to seek to introduce a single social policy tackling all these problems in a uniform manner. We see no merit in standardization as such. The Member States will continue to be responsible for the solutions of a great many of the social problems present in the Community. The Commission is ready, in many cases, to help with studies and pilot experiments, but there should be no ambiguity about where the responsibility lies. The Commission's responsibility will be to propose action at a Community level in the case of those social problems which are common to the majority of Member States and in the solution of which a Community approach is likely to be more appropriate and effective than separate national solutions. Community action and the solidarity which it implies is essential to help the less favoured states and regions of the Community to solve their problems.

It is clear that the number of problems calling for Community rather than purely national solutions will grow with the increasing integration of the Member States as progress is made towards an Economic and Monetary Union. They are also affected by structural adjustments in the Community's economy which result from the liberalisation of world trade and the necessary development of our relations with the third world.

The social partners also have specific responsibilities. It is largely up to them to decide when a Community level approach to collective agreements and other specific issues in industrial relations is appropriate. The Commission always emphasises its respect for the independence of the social partners and its recognition of the fact that there should be no interference with the freedom of the social partners to make social progress in the Community by means of collective bargaining. The Commission's role in this sphere is to provide information and technical assistance in the preparation of negotiations where requested by the social partners.



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## *Education in the European Community*

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by Professor R. Dahrendorf

In all the Member States educational policy is of particular importance both in itself and also from the point of view of the economic and social development of the country in question. In the Commission's opinion, however, the promotion of cooperation in the field of education within the framework of the European Community as part of the overall development of the latter is of equal importance.

The Community's direct responsibility in education is limited to a few important sectors. These are essentially the mutual recognition of diplomas within the framework of the right of establishment (Article 57 of the EEC Treaty), the task of promoting close cooperation between Member States in the field of vocational training (Article 118) and the implementation of a common vocational training policy (Article 128).

In November 1971 the first Council and Conference of the Ministers of Education of the Member States took place, representing a step beyond this framework. On this occasion the Ministers recognized the need for European cooperation in the field of education and decided to establish a working group to try and find ways and means of achieving this cooperation and to examine the possibility of setting up a European development centre for education.

A further consequence of this Council meeting was that a request was made to the Commission that it should examine the possibility of a general recognition of diplomas.

Following this, in July 1972, the Commission asked Professor Henri Janne to draw up proposals on the basic elements of an educational policy at Community level. His report, drawn up after intensive consultation with leading personalities in the education field, was submitted in February 1973 and was warmly welcom-

ed by the Commission. The report was published and made available to wider circles so as to encourage discussion.

On the basis of these initiatives and as a result of intensive consultations, the Commission, in March 1974, presented the following three documents to the Council for decision:

- draft resolution on co-operation in the field of education in the Community;
- draft decision on the creation of a European Committee for co-operation in the field of education;
- draft resolution on guidelines for the mutual recognition of diplomas, certificates and other evidence of formal qualifications in accordance with Article 57 of the Treaty of Rome.

The Council and the Conference of education ministers conferred about these proposals during a session on June 6, 1974 and, on the recommendations of the Commission, passed two resolutions. The first resolution to which the ministers subscribe deals with the co-operation in the field of education in the Community. In particular, the co-operation should include the following:

- better possibilities for education and training for nationals and their children of other member states of the Community and non-member states;
- improvement of equivalence of educational systems in Europe;
- compilation of documentation and current statistics within the field of education;
- strengthening of the co-operation between universities and institutes of higher education;
- improved possibilities towards the mutual recognition of academic diplomas and duration of study;
- promotion of the freedom of movement and mobility of teachers, students and research workers, especially by removing administrative and social obstacles as well as by improving the learning and teaching of foreign languages;
- provision of better chances of access to all types of education and training.

The possibility of concrete action in these subjects will be investigated by a special educational committee, created by the Council, consisting of representatives of the Commission and the Member States.

The second resolution consists of a number of important points concerning mutual recognition of diplomas. These points will contribute towards expediting the realisation of the freedom of establishment of activities as self-employed persons. The ministers have recognized that in spite of the different programmes of education and training in the member states, there exists, in practice, a comparability of the end results in broad outline. The regulations concerning the mutual recognition of certificates of competence and the co-ordination of entry requirements for the right to take up and pursue an occupation should, as far as possible, avoid detailed training requirements.

The Council of Ministers also subscribed, in principle, to the idea of the setting up of advisory committees for particular activities of self-employed persons. Each committee, in close co-operation with practising professionals and those studying for their qualifications, would then ensure that the standard of education be kept at a satisfactory and uniform level.

The need for systematic development of opportunity for permanent general and vocational further training must be taken also into consideration as part of this adjustment process.

Parallel to this, the typical Community task of mutual recognition of professional qualifications must be realized. This applies both to workers and to self-employed persons in the professions. The problem here is to create instruments which are as simple as possible and which on the one hand will make it easier for employers to identify the certificates and diplomas of workers in certain jobs in the Community, and on the other will give formal recognition to the "end product" of training, which is the condition for access to a profession.

The gradual realization of these aims will be an important contribution towards improving education and training and towards the free movement of persons in the Community.

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# Information

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## 1. *The Advisory Committee on Vocational Training — Commission of the European Communities*

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The Commission's Advisory Committee on Vocational Training met on 8 March 1974 to discuss proposals for the operation of a European Centre for the development of Vocational Training, which the Council had agreed should be set up (Council Resolution of 21 January 1974 on the programme for social action presented by the Commission).

The discussion proved very positive; all the Committee members were convinced of the desirability of such a Centre and their comments were directed towards producing greater clarification and better definition of its aims and organisational structure.

The Commission agreed to a number of the suggestions submitted, and these have been incorporated into its proposal for approval by the Council.

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## 2. *European Vocational Training Centre*

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On 27 March 1974 the Commission approved and forwarded to the Council a proposal for a regulation setting up a European Vocational Training Centre.

The setting up of this Centre was one of the priorities listed by the Council in its Resolution of 21 January

1974 for implementation of the first phase of the Community's Social Action Programme.

A decision on the proposal will probably be taken before the end of this year.

The Centre will work, in particular, for the approximation of training standards within the framework of a common vocational training policy. It will also cooperate closely with the Commission on other schemes to promote the development for vocational training within the enlarged Community. For this purpose it will collect data on new development and research, distribute useful information, and assist the development and the coordination of research work.

To accomplish its task, the Centre will be able to:

- a) organize courses, lectures, seminars and pilot schemes;
- b) arrange study contracts and grant financial assistance to research workers and specialized institutes for carrying out specific projects;
- c) publish and distribute any useful documentation, in particular a news bulletin on vocational training;
- d) collaborate closely with specialized bodies, both public and private, national and international, with public authorities and educational establishments, and with both employers' and workers' organizations.

The Centre will be administered by a Board consisting of 15 members appointed by the Commission. Five of these members will be proposed by employers' organizations and five by workers' organizations established at European level. The other five members will be chosen by the Commission. The members of the Board will hold office for three years. This term will be renewable. The Board will be responsible for the general operations of the Centre and will appoint the Director.

There will also be a committee of experts consisting of 18 members designated by the Member States and appointed by the Board. They will be chosen with due regard to their competence and experience in the various fields of vocational training. They will give their opinions on matters submitted to them by the Board or by the Director of the Centre. The location of the Centre will be specified in the Council's decision.

An annual subsidy will be paid to the Centre from the Community budget. The full-time staff will comprise 20 to 25 highly qualified officials and the annual operating costs may be up to  $\pm$  800 000 units of account.

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## 3. *An approach to the concept of the mutual recognition of qualifications for the medical profession*

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Representatives of the major medical organisations, universities, students, hospitals and insurance bodies of the Nine member countries were invited to a public hearing in Brussels from 22 to 25 October 1973 convened by the Commission to discuss the above subject. This hearing formed part of the wide-ranging approach to the mutual recognition of diplomas, certificates and other evidence of formal qualifications laid down in Article 57 of the Treaty of Rome.

A full report of the hearing was issued in January 1974, entitled "A hearing concerning the mutual recognition of professional qualifications in relation to the freedom of establishment of doctors". The text, less the appendices, is given below.

### **Objectives of the hearing**

The Treaty of Rome provides for the abolition of restrictions on the freedom of establishment of nationals of one Member State in the territory of another Member State and on the freedom to provide services within the



Community. So far as concerns the freedom of establishment of self-employed persons and the freedom to provide services, the Treaty requires the Commission of the European Communities to make proposals to the Council for the issue of directives to ensure the abolition of restrictions in all Member States.

During the summer of 1973 the Commission considered the overall position which had been reached in the consideration of the draft directives so far prepared concerning the realisation of the right of establishment for professional persons. It took note of the fact that although a number of the draft directives adopted by the Commission had been under discussion in the Council, none had so far been approved by the Council. The range of matters outstanding for agreement differed as between the different professional fields.

One particular question which arose, however, in one form or another in relation to most of the professions was that of the mutual recognition of professional qualification. This was an aspect which had been the subject of further discussion particularly in consequence of the enlargement of the Community, and the Commission took the view that it would be helpful in the context of the Council's continuing work in the field of the directives, if an opportunity could be taken of drawing together the latest views on this particular problem of mutual recognition from those bodies and organizations primarily concerned. Such action would, it was felt, be timely because it had become clear that there existed certain misunderstanding as to the purpose of the draft directives, and indeed in some quarters a mistrust of and opposition to the proposals generally.

The Commission decided to arrange a hearing in respect of one profession, and chose that of doctors. This choice was made partly because the draft doctors' directives had had considerable discussion in the Council, and partly because the profession was one where, for general practitioners at least, there were fewer problems of definition involved than in some other cases. It was also a profession of interest to the public generally.

The hearing was held in Brussels from 22-25 October 1973. Those invited to participate were representative of doctors' professional organizations, university rectors' conference (including the medical teaching staff of universities), medical student organizations, hospital and health insurance bodies and consumer organizations. Such bodies were represented both at national level and, where existing, at European level. The Council of Ministers, the Economic and Social Committee, the European Parliament and Member State governments, were invited to send observers. Similar invitations were sent to the European liaison committees of other professions.

#### **The present position**

In the case of the medical profession, proposals for directives in relation to general practitioners and specialists were presented by the Commission to the Council on 3 March 1969. There were three directives covering, respectively:

- (i) the achievement of freedom of establishment and provision of services for self-employed doctors;
- (ii) the mutual recognition of diplomas, certificates and other evidence of formal qualifications in medicine; and
- (iii) the co-ordination of provisions laid down by law, regulation or administrative action in respect of the activities of self-employed doctors.

The Council, as required by the Treaty, consulted the Economic and Social Committee and the European Parliament.

Discussion of the draft directives had taken place within the organs of the Council and by the end of 1972 there were three questions in particular outstanding. These concerned:

- (i) the requirement in the draft directive on co-ordination that the period of training of a doctor should include a minimum, not only of 6 years, but also of 5,500 hours, of theoretical and practical instruction;
- (ii) the question of making provision, as an exception and for a limited period, for some part of a doctor's training as a specialist to be acquired part-time;

- (iii) the position of doctors working in public hospitals, who in certain countries were considered as public servants and therefore as excluded by the provisions of Article 48 (4) of the Treaty of Rome.

In its discussions the Council had taken note of the fact that the activities of doctors are not only affected by the provisions of the Treaty of Rome concerning the right of establishment. To the extent that these activities are exercised by salaried persons, free movement of such persons had been secured by the E.E.C. Regulation 1612/68 of 15 October 1968, with the exception of the mutual recognition of diplomas. It was accordingly envisaged that this gap should be filled by extending the benefits of the directive "recognition of diplomas" to salaried doctors.

With the enlargement of the Community further questions had arisen, stemming in part from differences of structure and practice in the adjacent countries. Certain of them were largely of a legal or administrative character, but a particular point had been raised in relation to the specification of minimum training standards. The view had been expressed that it was necessary not only to specify the length of training but also to introduce some criteria relating to the knowledge and experience that such training should provide. It had been suggested that in order to facilitate a common approach by Member States in the application of such provisions the directives should provide for the establishment of an Advisory Committee charged with responsibility for promoting this.

#### **REPORT OF THE HEARING**

##### **Matters concerning Freedom of Establishment**

The Commission stated that the hearing was not a part of the decision-making process of the Community, and that it should not in any way delay the discussions in the working groups of the Council. Appropriate specific suggestions would however be communicated to the Council, in order to assist it in its discussions on the draft directives. The Commission also made clear that for the purpose of the directives under Article 57, of the Treaty

of Rome mutual recognition related not to academic diplomas, but all the academic and other qualifications necessary for access to and practice of the profession in a Member State. That is to say, it related to the "final product" of training.

The hearing confirmed a widespread desire on the part of participants to bring about the freedom of establishment for doctors in the Community. It also underlined the importance which participants attached to sustaining the quality of medical training within the Community. Attention was drawn to the need to ensure that the directives would neither prejudice the freedom of the universities in their educational role, nor inhibit changes or reforms made desirable by advance in medical science or teaching, or by changes in the demands made upon the profession by society.

It was recognised that the question of mutual recognition could only be treated in terms of broad comparability of standards, since there existed differences of detailed training patterns not only between countries but within countries. There was a general view, however, that the standards of the "final-product" of training were at present broadly comparable throughout the Community. A reservation on this point was expressed by Danish participants, who referred to the fact that in Denmark a doctor was required to undergo a further period of two years training after six years of university studies, to equip him for general practice.

Ensuing points made in relation to basic medical training were concerned mainly with the extent to which it was necessary to set down in the directives provisions to ensure the maintenance of training standards in all Member States in the future.

#### **The adoption of quantitative and/or qualitative criteria**

The standing committee of E.E.C. doctors expressed the view reached at its meeting in May 1973, that the directives should include as a minimum criterion the requirement of a training period of six years *or* 5,500 hours. There were few objections to the inclusion of such a formulation, though

some speakers questioned the usefulness of any quantitative criteria.

The view was put forward by a university representative that these criteria needed to be supplemented by criteria expressed in qualitative terms. Other speakers believed it to be difficult in practice to formulate criteria which were truly qualitative in character, and fears were also expressed that the attempt to secure general agreement on the terms of such criteria within the directives themselves might delay the adoption of the directives. The view formed by the standing committee of E.E.C. doctors at its May 1973 meeting had been that the question of qualitative norms should be the subject of a separate study.

#### **Establishment of an Advisory Committee**

University speakers generally regarded as of particular importance the establishment of an advisory or consultative committee which would not only be concerned with present standards of medical education but would have a continuing responsibility for such matters within the context of the free movement of doctors and would provide advice to the Commission on any problems arising. Such a committee, in their view, should be equally representative of the practising profession and the teaching institutions, with the possible addition of a non-medical element representing society. Its composition and tasks should be embodied in the directives. Support for the creation of such an advisory committee was expressed from the point of view of the hospitals.

The standing committee agreed that there was need for continuing consultation at European level and expressed itself in principle in favour of the establishment of an advisory committee on medical training, which would be concerned with assisting the implementation of the directives and with recommendations to the Commission as to the need to modify or supplement the directives in future. The standing committee wished to reflect further on the details, but it envisaged such an advisory committee as being, in the main, professionally constituted. From the consumers' side, the view was put forward that any such committee should be re-

representative also of the patients' interest.

There was some reference to the manner in which an advisory committee might be established, the possibilities being:

- (i) by specific provision within the directives themselves;
- (ii) by separate decision of the Council or;
- (iii) by the Commission.

#### **Period of Adaptation**

There was a widespread expression of view in favour of a period of adaptation for migrant doctors, so as to ensure a sufficient familiarity with the language of the host country, and the legal and social context in which they would be practising. In the opinion of the legal services of the Commission, this would be discriminatory against migrant doctors and thus incompatible with the provisions of the Treaty. It was suggested by participants, however, that the possibility of finding an acceptable solution should be considered further.

#### **Specialist Training**

The general approach contained in the draft directives for the recognition of specialist qualifications was not questioned by participants, but it was pointed out that the problem was much more complex than in the case of basic training. There were marked differences among the Member States on the time customarily taken to acquire specialist status; not all specialities were common to all countries; and in Britain and Ireland there were no specialist registrations.

In this general context there was reference also to the need for training for general practitioners which went beyond the basic training required for access to the profession.

The complexity of many aspects of these matters and the importance of the quality of specialist training underlined for many speakers the need for them to be included within the remit of any advisory committee which might be established.

There was considerable reference to the question of part-time training for specialists, and while the principle of full-time training was generally accept-

ed, several speakers urged the importance of making provision for those for whom full-time training was impracticable. Specific mention was made of the position of married women doctors, though it was recognised that it would be inappropriate to have special treatment only for women. The further question existed of whether any such provision should be transitional or permanent, and some speakers held firmly the view that it was necessary for the provision to be on a continuing basis.

#### **Salaried doctors and doctors in hospitals**

Participants welcomed the fact that there was agreement in principle in the Council to extend the provisions of the directives to salaried doctors and expressed strongly the view that doctors should have freedom to take up appointments within hospitals of all other Member States, whether such hospitals were private or public.

#### **OTHER POINTS RAISED**

Many speakers referred to the need for medical students to be able to move between institutions in different Member States, both during their university studies and during their period of clinical training, in circumstances in which periods of study or training undertaken elsewhere in the Community would be mutually recognised and accredited. The President of the hearing agreed that these were important aspects, which he hoped could be considered by the Commission within the broader context of the question of mobility for educational purposes and the academic equivalence of diplomas.

Speakers referred to the imposition of "numerus clausus" in respect of admissions to medical training in some Member States and to the problems which resulted in terms of the movement of intending students between countries. A view was expressed that if there was to be a "numerus clausus" within the Community it should apply in all Member States.

Representatives of the doctors' organizations referred to the importance of aligning codes of practice within the Community, and the desirability of incorporating within the directives the Declaration which the standing com-

mittee had made on the subject of the exercise of the profession of doctors within the Community at its meeting in Nürnberg in 1967. From the hospitals' point of view, however, the point was made that any such proposition would require prior consultation and discussion with the hospitals.

A number of references were made to the desirability of doctors being required to continue their training whilst in practise so as to keep abreast of developments in the medical field and to up-date their skills. It was suggested that the subject might warrant further consideration on a Community level.

Some speakers drew attention to the tendency for young doctors to move to the more attractive geographical regions or the prosperous urban areas, giving rise to serious problems of under-provision in the less attractive parts of the Community. Some fears were expressed that the establishment of freedom of movement throughout the Member States of the Community might accentuate these problems.

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### *4. Reform of vocational training*

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As a result of criticism of the apprenticeship system a report on Basic Vocational Training was prepared in 1971 (Betaenking nr. 612/1971) by a committee appointed by the Minister of Education (Undervisningsministeren). A comprehensive reform of vocational training was proposed. It was also proposed that the educational system should be subdivided into three main levels:

1. Basic general education and primary and lower secondary education for the 7 to 16/17 age group;
2. Secondary education for the 16 to 19/20 years age group;
3. Post-secondary education for the 19 to 25 years age group.

Under the present system, at the level of secondary education, a distinction is made between general secondary education and secondary vocational educa-

tion. The first leads to qualifications giving access to further academic studies, whilst secondary vocational education is covered by apprenticeship training and certain other types of vocational training. It was considered that the latter should lead to vocational qualifications.

It was further considered that there should be possibilities for transition between the various types of secondary education, e.g. by allowing pupils to opt for subjects making up part of the curriculum of other types of secondary education. Furthermore, possibilities should be open for completing supplementary courses covering both practical and theoretical subjects and thus qualifying for post-secondary education, according to the preference of the students.

One of the most important principles built in to the new scheme was that the decisions by young people regarding their vocational choice should be put off as long as possible. In this way, they could have obtained a realistic vocational background before deciding on their career. Further, by providing the broadest possible basic education, the highest degree of educational flexibility was ensured and it would be easier for them, at a later period, to enter upon further education and retraining.

It was considered that six principal areas of vocational training should be planned: the commercial and clerical fields, iron and steel, building and construction, food and drink, and the service trades (hairdressing, tailoring, watch-making, etc) and printing and publishing.

For each area of vocational training a one-year of basic education at a school would be organised and it might be possible to supplement this with workshop experience. In this way the pupil would receive fundamental training which would form the background for his subsequent training.

Pupils would also study general education subjects, such as Danish, foreign languages, mathematics, psychology, workshop theory, current affairs, and automatic data processing. Options would be provided in creative and artistic activities, such as design, drawing, music and art appreciation. Opportunities should be provided for pupils wishing to pursue further general education

and for those wishing to study subjects which would allow them to follow more advanced courses of study, such as mathematics, physics and computer programming. During this period of basic training, the pupils should normally decide between two, or opt for one, of the vocational areas. All pupils would be given thorough vocational and educational guidance. Instruction in general subjects would be organised, to a large extent, as a common basis for the whole area of education in question, so that all young people would receive a certain minimum general education.

At the end of the basic training period, further training would be arranged in various ways, depending on the type of occupation or vocation.

1. In certain vocational fields where special short courses leading to vocational qualifications would be needed, young people, after completing the basic training supplemented by the special course, would enter the labour market and resume their theoretical education later.
2. In most trades, there was a need for thorough vocational training lasting for one to three years which would normally alternate between theoretical studies at school and workshop experience. Here, it was considered that the training should be divided up into steps in such a way that the pupil, at the end of each step, would decide whether he preferred to enter the labour market, continue his training to the next step or go on to some other special type of occupation. Pupils who chose to enter the labour market should be able to resume their education or training at a later time.
3. In commerce and clerical areas, pupils should, when their basic education ended, be able to supplement their theoretical education with a view to pursuing studies at the post-secondary level.

During further training, general education subjects should be studied at a higher level, following the same principles as for the basic education.

#### **Implementation of the Reform**

In 1969, training programmes were initiated on an experimental basis within the iron and steel industry and in

August 1971 two experiments, in the commercial and clerical field and the services trades, respectively, were initiated.

On 7 June 1972 a law (No. 291) was passed by Parliament, entitled Experimental Training within Vocational Trades (Lov om erhvervsfaglige forsøgsuddannelser). This law which came into force on 1st August 1972, allows the Ministry of Education (Undervisningsministeriet) to initiate experimental training with a view to establishing a training system for young people who, after the ninth school year, wish to obtain basic training in the vocational trades. This law follows very closely the proposals contained in the 1971 report. It also empowers the setting up of a research council consisting of 15 members, a Chairman, five members appointed by the Ministry of Education two of whom must represent educational specialist knowledge within the vocational training fields, one member appointed by the Ministry of Labour, four employers' representatives and four employees' representatives. The two latter groups are to be appointed by the Danish Employers' Association and the Trades Union Organisation for Denmark, so that foremen and trainees are ensured of representation. In the planning courses the Council will consult with the joint vocational and trades committees established under the law concerning apprenticeships and the law concerning semi-skilled workers, respectively.

The Council will act as consultant to the Minister of Education on all essential questions concerning the training courses. For each area of research, it will establish a research committee consisting of eight to ten members: two members will have special educational knowledge in the field concerned and the others should be divided equally between employers' and employees' organisations. Following proposals from the research committees, the Council will submit proposals to the Minister of Education for implementation of training experiments and will ensure the necessary co-ordination of experiments.

The responsibility for the vocational content of the individual experimental training courses and the location of training work-shops as well as the planning and control will rest with the re-

search committees in co-operation with the joint vocational committees and trades.

The Minister of Education, following proposals from the Research Council, will decide at which educational establishment the theoretical education is to take place. These experiments will be financed by the Government.

During school instruction, trainees will be paid a remuneration calculated by reference to the wage that apprentices within the main vocational area concerned receive at analogous training stages. A grant will be available to cover the transport of trainees in connection with school instruction under the same regulations as apply for apprentices.

The legal position of trainees during their training, including the procedure for entering into agreements in respect of training locations, are laid down for each experimental area and a tribunal will be established to consider disputes that may arise.

Following recommendations by the Research Council and the relevant research committee, the Minister of Education may depart from the Apprentices Act to the extent necessary for the implementation of the experimental training courses. Proposals for revision of the law will be submitted to the Danish Parliament during the 1975-1976 parliamentary year.

Source:

1. Undervisningsministeriet 1. afd.j. nr. 11-11-74/71.
2. "Proposal to a reform of vocational training in Denmark."  
Udvalget Vedrørende de Faglige Grunduddannelser København.

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## 5. Plans to reform vocational training and retraining in the Federal Republic of Germany

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In 1969 the first outline (Diskussionsentwurf) of the proposed reform of

vocational training and retraining was made by the Minister of Education (Bundesminister für Bildung und Wissenschaft). This led to lengthy arguments in parliament and elsewhere which reached a peak just after the official publication, in late 1973, of a number of points improving the plan and aiming at a reform scheme which would be fully operative by 1985.

The main aim is to enable a degree of equivalence to be established between general schooling and vocational training. To achieve this, and in line with the objectives promoted by the Bund and the Länder in a global training programme, vocational training should be drawn into the State's sphere of competences.

In mid-1972, a step along this path was taken when it was decided to harmonise vocational training regulations in the 11 Länder. The Minister of Education also stressed the importance of equality between academically orientated education and vocational training. Subsequently, a Federal Commission for Vocational Training was set up to investigate in depth the need to reform not only vocational training, but also retraining, adult education and the training of instructors. Acting as an advisory body to the Government, the Commission made recommendations on the above as well as on the financial aspects involved.

When, in November 1973, the reform proposal was disclosed in parliament by the Minister of Education, it emerged that the following improvements (Markierungspunkte) would have to be introduced in order to implement the scheme by 1985:

- the number of young workers at present receiving no vocational training was to be reduced from between 15 % and 17 % to between 2 % and 3 %;
- the number of young people receiving full-time vocational training in the appropriate educational establishments was to be increased from the present 9.5 % to between 15 % and 17 % of the total school population;
- further education establishments would need to double the number of hours set aside for the training

of students attending on a part-time basis;

- the student/teacher ratio in establishments and schools providing full-time courses was to be increased to between 12 and 14:1
- the per capita funds to be allocated in colleges of further education and other vocational training establishments were to be increased to bring them roughly in line with those provided to schools offering an academic education;
- vocational training syllabuses were to be more closely modelled on those applying to the upper forms of academic education establishments with a view to facilitating the transfer of pupils in these schools to vocational training establishments. Those wishing to transfer without having passed their final examinations would be helped to do so by the creation of special one-year basic training courses in the training establishments;
- the authorities were to extend their control of syllabuses and curricula, the quality of instruction and examination requirements.

It was suggested that these proposals should be financed from a common fund, to which public authorities would contribute.

The reform scheme also deals with retraining. The Commission on Vocational Training has made the following suggestions:

- all retraining courses should be subject to strict control by the relevant authorities;
- training premises should be adequately equipped, with the required machinery, teaching aids etc.;
- each instructor should be responsible to no more than 15 trainees;
- trainers and trainees, in so far as they are employed in other work, should be given sufficient time off for retraining;
- records should be kept by all training establishments, clearly showing that retraining is carried out systematically.

Criticism of the reform has been made particularly by the German Employers' Confederation (Bundesvereinigung der Deutschen Arbeitgeberver-

bände), the German Chamber of Crafts and Commerce (Deutscher Industrie und Handelstag - DIHT -) and the Association of German Chambers of Craft (Deutscher Handwerkskammertag). It has been described as a retrograde step, denying the formative value of practical training. Moreover, state control would mean an end to competition between training schemes and involve unnecessary bureaucracy. Alternative reform programmes have been developed by the other parties such as Freie Demokratische Partei (Liberal Party) and Christliche Demokratische Union (Christian Democratic Union) which emphasise that the training responsibility should remain within the realm of industry and the Chambers of Crafts. It is generally felt in Germany at the moment that the Ministry of Education will have to find a compromise between its own plans and those of the other political parties.

In reply to the sharp criticism, the former Chancellor, Willy Brandt, said: "We do not intend to turn vocational training into another type of formal academic education, nor do we wish to nationalise or make a bureaucracy of it. But we do want every apprentice to know that the Government is no less concerned with the quality of his training than with the education of sixth-formers (Gymnasiasten)."

The reform plans were to be presented to the Federal Cabinet in May 1974 and further development on this controversial issue will be dealt with in the future.

*Source:*

1. Frankfurter Allgemeine Zeitung. 1-4-74 and 23-3-74.
2. "Befohlenes Engagement". Wirtschaft und Berufserziehung. Nr. 1. Januar 1974.
3. Dokumentation zur Bildungspolitik und Berufsbildung. DIHT. 3/17.1.74
4. Informationen, Bildung Wissenschaft. 10/73.
5. Die Welt. 23-3-74
6. Beschlüsse des Bundesausschusses für Berufsbildung vom 24. August 1973. 9. Sitzung.
7. Aktuelles zur Bildungspolitik und Berufsbildung. 3/6-2-74.

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## 6. *Developments in vocational training in the Republic of Ireland*

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The Department of Education, which is responsible for vocational and technical education, has in the past few years continued to expand the regional technical colleges scheme. The primary aim of these colleges is to provide technician and higher technician courses and to provide alternative forms of post-secondary education. A scholarship scheme to the colleges offers freedom of choice to all suitably qualified secondary pupils to pursue third-level courses of a technological nature.

At secondary level a number of community schools have been opened which provide comprehensive, practical and academic facilities. There is also a growing number of general secondary schools which provide a comprehensive curriculum.

The Industrial Training Authority (AnCO) is primarily responsible for vocational training in industry and commerce and has drawn up a training programme, up to 1978, which will involve a major expansion of its training capacity and for the modernisation of the apprenticeship system.

AnCO attaches particular importance to the training of instructors and a wide range of courses is offered. A refresher course is available where instructors are experiencing difficulties in introducing and implementing training programmes in firms.

The Industrial Development Authority (IDA), whose activities are seen as complementary to AnCO's, has increased the scope of re-equipment grants to include finance for the training of workers in existing industries. They have concentrated on special training to upgrade and widen the skills of workers in firms attempting to cope with EEC trading conditions, for workers formerly employed in agriculture and for textile workers.

The Council for the Education, Recruitment and Training for the Hotel and Catering Industry (CERT) has continued with its programme of concen-

trating training in four centres. The programme of in-service courses, designed to bring training to those in the industry, has continued. CERT has also continued with its management development course designed to meet the needs of the small-to-medium sized hotel.

The Irish Management Institute, a private organisation receiving an annual state grant, has continued its programme for business management, smaller businesses, in-company development, manpower development and supervisory training as well as its research and development programme. During 1973, 5,000 managers and supervisors attended the Institute's courses.

*Source:*

Report on the Development of the social situation in the Community 1973.

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## 7. Apprenticeship problems in Federal Republic of Germany (FRG)

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School-leavers, caught between the government's determination to persevere with its far-reaching vocational reform plans (see item 5) and the widespread controversy these plans have caused, are finding it increasingly difficult to gain acceptance as trainees in industry and commerce. This represents a complete reversal of the state of affairs of only a few years ago, when, even with costly publicity campaigns, neither industry nor commerce could attract sufficient apprentices. The shortage of apprenticeships is particularly marked in all branches of commerce, banking and the retail trade as well as in jobs such as cooks, tilers, joiners and cabinet makers. Demand also exceeds the number of apprenticeship places for electrical fitters, motor mechanics, television engineers and house decorators. The number of places has decreased by 230,000 in the two years from September 1971 to September 1973 and it appears that in 1974 there

will be, for the first time, an excess of applicants over vacancies. Some of the reasons for this reversal are as follows:

1. Growing reluctance on the part of industrial and commercial undertakings to continue with existing training schemes. This is due mainly to increasing demands made by the government on employers providing training facilities for more highly qualified instructors, better equipment, stricter government control over syllabuses and examinations, and so on. All this means rising costs, which smaller and medium-sized undertakings are unable or unwilling to bear, particularly at a time when the business boom of the past few years has obviously passed its peak.

2. Employers' resentment at criticism levied against them. Not only are employers constantly told that the training they provide is inadequate and should be taken over by the authorities, but they are also accused of exploiting their apprentices for their own financial gain. The report of a committee of experts appointed by the Ministry of Education and Science (Ministeriums für Bildung und Wissenschaft) to look into this matter clearly shows that the training of skilled labour is very costly in some cases; for example, aircraft construction engineers (DM35,000), skilled electricians (DM33,000), and bank clerks (DM10,000); in other cases, however, employers may make money out of their apprentices — for example, skilled clerks in industry (DM4,000) and waiters (nearly DM 11,700).

In an article in *Welt am Sonntag* of 17 March 1974 the question how can the government take over the training schemes presently run by trade and industry, is asked. The paper points out that state-run vocational establishments are already short of 15,000 instructors and, if the government is successful in making it compulsory for all apprentices to spend the first year of their training attending full-time courses at a vocational school, this shortage will increase to 25,000.

3. Growing unrest among some apprentices. A qualified motor mechanic and workshop owner (KfZ-Meister) indicated that some of his apprentices were obviously influenced by political militants and he decided, therefore, to take on no more apprentices. The Ger-

man press considered that this was a typical likely cause of many firms discontinuing apprenticeships.

4. Competition from students. The disequilibrium between supply and demand with regard to apprenticeships has been made worse by the fact that an increasing number of graduates are joining in the struggle for vocational training places. The December 1973 issue of *Arbeit und Sozialpolitik* says this relatively recent development is due to the following reasons: the social isolation prevailing at universities; restricted admission to institutions of higher learning; the growing militant radicalism reigning at these institutions; the obviously dwindling chances of graduates finding suitable employment. *Arbeit und Sozialpolitik* comments: 'With admission to university places limited to 24 per cent of the total number of school-leavers more than three-quarters of them have to look for some kind of vocational training... In these circumstances, the creation of adequate training facilities for the 76 per cent would seem to be an urgent worthwhile task...'

*Source:*

1. Frankfurter Allgemeine 5th March 1974.
2. Die Welt 29-3-74 Nr. 75.
3. Aktuelles zur Bildungs politik und Berufsbildung 3/6-2-74
4. Welt am Sonntag. 17-3-74. Nr. 11.
5. Frankfurter Allgemeine Zeitung 20-3-74

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## 8. Inter-company Vocational Training Centres in the Federal Republic of Germany

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In September 1973 the German parliament laid down guidelines for the promotion of so-called Inter-company Vocational Training Centres (überbe-

triebliche Ausbildungsstätten). The centres will provide training places for the employees of small firms which have insufficient or no training facilities and will be run by these firms jointly.

Preferably, the establishments are to be set up in areas where the industrial structure is weak. Basic as well as specialist training will be provided, particularly in the technical fields. In accordance with the harmonisation agreement of 1972 between the Länder<sup>1)</sup> it should be emphasised that this type of training and that which is more academically orientated are of equal status.

Between 1974 and 1976, the Government intends to spend approximately DM 180.000.000 on training programmes and an additional DM 400.000.000 on the construction of new establishments. The centres will work closely with the Federal Labour Office (Bundesanstalt für Arbeit) and the training schemes will normally be run in accordance with the Labour Office's recommendation.

Source:

Informationen, Bildung, Wissenschaft. 10/73; 18 Oktober 1973.

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## *9. Boom in retraining and further education in the Federal Republic of Germany*

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The government's efforts to promote retraining and further education have met with a considerable response from the public. Since 1969, attendance at state-sponsored retraining and further education courses has trebled and, in some cases, even quadrupled.

In June 1973, the number of people benefiting from further education

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1) See item 5 on "Plans to reform vocational training and retraining in the FRG".

and retraining schemes totalled 175,000 (146,000 men and 29,000 women). 80 per cent of this total were seeking to improve their skills, knowledge and status in their own profession by preparing themselves to qualify as master craftsmen, skilled technicians and such-like. The other 20 per cent were retraining for new occupations. 93 per cent of the cost of these vocational training schemes is borne by the authorities (Bundesanstalt für Arbeit), with employers contributing three per cent and the trainees themselves paying only four per cent. Some 55 per cent of trainees receive subsistence allowances.

In these circumstances, it is hardly surprising that public expenditure on further education has risen spectacularly in recent years. The Minister for Education and Science (Bundesminister für Bildung und Wissenschaft) said in 1973 that total expenditure by the federal and Länder governments had already increased 2 ½ times since 1971; that is from DM 791m to DM 1,980m. In 1974 it was expected to rise to DM 2,100m and in 1975 to as much as DM 3,200m. Of these figures, roughly 65 per cent of the cost was being borne by the federal government and 35 per cent by the Länder.

Source:

1. Fakten, Nr 3, vom 16 Januar 1974
2. Informationen Bildung, Wissenschaft 10/73.
3. Sozialpolitische Informationen Jahrgang VII/40

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## *10. Action programme for migrant workers*

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The resolution on the Social Action Programme, adopted by the Council on 21 January 1974, included as one of its priorities an action programme for migrant workers. The Resolution states that this action programme should deal with:

1. the improvement of the conditions of free movement within the Com-

munity of workers from Member States, including social security, and the social infrastructure of the Member States, the latter being an indispensable condition for solving the specific problems of migrant workers and members of their families, especially problems of reception, housing, social services, training and education of children;

2. the humanization of free movement of Community workers and members of their families by providing effective assistance during the various phases, it being understood that the prime objective is still to enable workers to find employment in their own regions;
3. the achievement of equality of treatment for Community and non-Community workers and members of their families in respect of living and working conditions, wages and economic rights, taking into account the Community provisions in force;
4. the promotion of consultation on immigration policies vis-à-vis third countries;

Source:

Official Journal of the European Communities Volume 17, No. C13, 12th February 1974.

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## *11. Over 50 per cent of unemployed workers in FRG are unskilled*

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Official statistics from the Federal Labour Office (Bundesanstalt für Arbeit) reveal that at the end of September 1973 of the total of 219,000 unemployed workers over half was unskilled. Of the total, approximately 50 per cent were men and 50 per cent women. 43,000 women were looking for part-time work. The largest proportion of unemployed were those aged between 20 and 25 and the second those between 60 and 65. More than 10,000 university graduates were looking for work.



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## 12. Educational provision for Italian metalworkers

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A contract for metal workers, which became effective in November 1973, provides for worktime release to attend general or technical education courses amounting to a total of 150 hours every three years. All 150 hours may be taken in one year, but no more than 50 per cent of the time required for a course can consist of working hours. It is estimated that some two million out of a workforce of 18 million are affected. The unions concerned have described this as a "collective right to study during paid working hours". It is entirely separate from the already existing concessions available to trainees and from the normal refresher courses organised for industrial employees. A number of regulations govern the availability of this study time: not more than two per cent of the workforce of any particular firm may be away from work for study purposes at the same time and the total number of hours to be conceded by any one firm in any year is limited, that is, 30 hours multiplied by the number of workers on the payroll. The aim is to enable all workers to obtain the school-leaving certificate (*licenza di scuola media*). This examination should be sat at the age of 14 at the completion of the compulsory period of education. In 1972, 200,000 youths came on to the labour market without this certificate, and it is estimated that the present percentage of industrial workers who have not completed their obligatory school education is as high as 80, although at the FIAT company the figure is 60 per cent.

The unions are insisting that this educational operation should be undertaken by state schools and that they do not want a cramming exercise just to pass the examination. They are looking for effective collaboration between the education ministry, unions, local authorities and the students in organising six-to-seven-month 350-hour courses at schools run by state-recognised teachers. These schools are to be free and

sufficiently widespread to make attendance at private profit-making institutions unnecessary.

The unions also plan to hold seminars on current economic, social and political problems at institutes of higher education and universities. Since discussions started between the Ministry of Education and the unions, some 500 courses have been authorised, but as the metalworkers' union has pointed out, these are insufficient to avoid a somewhat arbitrary distribution; for example, only 50 of them are in the south of the country. At least 1,000 courses, located in the various areas, are said to be needed so that classes of 20 to 25 people may be held. There is some disagreement between the Ministry of Education and the unions about the meaning of the word "worker". The Ministry considers that only those who are officially classified as such and have proper *libretti di lavoro* should be admitted to the courses, but this form of selection is not acceptable to the unions, given the present insecurity of employment, illegal employment and unemployment. The unions claim that a worker is anyone over 16 in the labour market, with or without a job, in search of one or not. This has political significance, since the Italian unions have traditionally demanded the abolition of the distinction between the employed and the unemployed.

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## 13. Modular training scheme for UK bakers

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Following 18 months of discussion during 1972/73 between organisations concerned with activities in the baking industry, the Food, Drink and Tobacco Industry Training Board has launched the first part of a new modular scheme for on-the-job training of bakery craftsmen and operatives. The scheme consists of nine modules covering processes selected as high priority areas of training need.

The scheme is based on the use of training reminder cards which cover the key operations in each of the nine areas and identify each stage of instruction. These cards are linked with printed forms and handbooks used by managers and instructors when planning and recording the training, and assessing the target dates for completion of training.

Managers attend a half-day briefing in which the scheme is explained and demonstrated. The instructors selected by them can then attend a two-and-a-half day course on the operation of the scheme.

Source:

BACIE Journal, Volume 28, No. 1, January 1974.

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## 14. UK Training package

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### Relations at Work

Relations at Work is a package of documentary teaching material for training supervisors, managers and Union representatives in the printing industry and was developed at the Department of External Studies, Oxford University for the Printing and Publishing Industry Training Board.

The package has been designed so that it can be used in a number of different situations such as in-company training, external courses for people from a number of organisations, or trade union training. It consists of: a guide to analysing industrial relations objectives, needs, problems, policies and training; an index of teaching material available; a manual of documentary teaching material constituting case studies, problem-solving exercises and information sheets together with tutor's guides and notes.

Source:

BACIE Journal, Volume 28, No. 1, January 1974.

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## 15. Management development programme in UK

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A training programme for management development advisers, sponsored by the Department of Employment, has been organised by Ashridge Management College, Berkhamstead, Herts. The programme's objective is to train managers to be responsible for designing and implementing management development policies, to analyse his organisation, diagnose its needs, prepare long-term strategies and implement a management development programme.

The first programme started in March 1974 and will last about six months. It consists of three parts: two weeks at college identifying common themes and skills a period for project work in individual organisations and two weeks in college reviewing projects and developing individual skills.

Source:

BACIE Journal, Volume 28, No. 1, January 1974.

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## 16. Cooperation in education within the Community

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Many organisations and institutions have underlined the importance of developing a programme of action in the field of education as an important element in the development of the Community. In reviewing the present situation, and in formulating this first set of actions in the field of education, the Commission has taken account of the possibilities which exist within the provisions of the Treaty and has also laid emphasis on the place of education in the process of development towards European union.

On 26th July 1971 the Council adopted general guidelines for the development of the programme for vocational training at Community level (OJ, No. C81, 12 August 1971, p. 5).

On 16 November 1971, the Council and Conference of the Ministers of Education of the Member States of the European Communities was held for the first time. Recognising the necessity of establishing co-operation in the field of education, the Ministers decided to set up a Working Party of Senior Officials, with which the Commission would be associated, to examine means of achieving such co-operation, including the possibility of establishing a European Centre for Education Development. The report of this Working Party (R/967/73/EN42) was completed in November 1972. In July 1972, the Commission asked Professor Henri Janne to formulate suggestions as to the basic elements of an education policy at Community level. His report<sup>1)</sup>, prepared after consultations with a number of distinguished figures in the education field, was presented in February 1973 and was warmly welcomed by the Commission. It was subsequently made public and distributed widely to stimulate further discussion.

In May 1973, the Commission considered outline proposals for work in science, research and education. A definite scientific and technological programme was adopted by the Council on 14th January 1974, the purpose of which was to elaborate initial proposals for action in the field of education. These proposals cover such aspects as mobility in education for students, teaching and research staff and educational administrators. The programme also deals with the education of children of migrant workers, collaboration between institutes of higher education and European schools, the intensified study of European developments in curricula at all levels, the strengthening of efforts to improve foreign language teaching and relations with the Council of Europe, OECD and UNESCO.

These events have culminated in the second meeting of Ministers of Education, which was held in Luxembourg

on 6-7 June 1974. The Ministers, meeting within the Council, agreed on three principles to be adopted governing cooperation:

- (a) the programme of co-operation initiated in the field of education, whilst being conducive to the progressive harmonisation of the economic and social policies in the Community, must be adapted to the specific objectives and requirements of this field;
- (b) on no account must education be regarded merely as a component of economic life;
- (c) educational co-operation must make allowance for the traditions of each country and the diversity of educational policies and systems. Harmonisation of educational systems or policies cannot, therefore, be considered an end in itself.

These principles and the priority areas on which action should be taken in this initial phase of co-operation correspond closely to the Commission's proposals. The areas agreed by the Ministers were:

- (i) better facilities for the education and training of nationals and their children of Member States in the Communities and of non-member countries;
- (ii) improvement of intercommunication between educational systems in Europe;
- (iii) compilation of up-to-date documentation and statistics on education;
- (iv) increase in co-operation between institutions of higher education;
- (v) improvement in the possibilities for academic recognition of diplomas and periods of study;
- (vi) encouragement of freedom of movement for and mobility of teachers, students and research workers, in particular by the removal of administrative and social obstacles to free movement for such persons, and the teaching and learning of foreign languages;
- (vii) greater equality of opportunity for free access to all forms of teaching and learning.

In order to develop further activities in these areas, an Education Committee is to be set up, composed of re-

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1) Bulletin EC. 3-1974 and Supplement to the Bulletin.

representatives of Member States and of the Commission. The Committee is charged with reporting back to Ministers before the end of June 1975.

crease, although to a varying degree. The only exception was part-time courses at vocational schools, where, since 1965, attendance has fallen off by ten per cent.

*Source:*

Informationen - Bildung, Wissenschaft, Nr 9, 1973.

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### *17. Education explosion in the Federal Republic of Germany (FRG)*

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The latest available statistics (September 1973) indicate that 11.7m children and adolescents attended secondary or vocational schools in Germany in 1972, that is, 700,000 more than only two years previously and 2.5m more than in 1965. In the same year, the number of students attending university (including West Berlin) increased by more than 60,000, compared with 1971. Enrolments of new students showed an even steeper rise: 160,000 in 1972, compared with 143,000 in 1971, an increase of roughly 15 per cent.

All types of educational establishment felt the impact of this sudden in-

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### *18. A European mechanism for matching job vacancies and job requests*

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From the setting up of the European Community it has been recognised that an effective manpower service should be developed and in December 1972 the EEC, then The Six, adopted the SEDOC System (European system for distribution of job offers and inquiries registered for international clearing) thus implementing sections of the Regulation (EEC) 1612/68 of 15 October 1968, concerning the freedom of

movement of the employee within the EEC.

The SEDOC System will operate by each country supplying, at monthly intervals, information to all the others for action and to a European Co-ordination Bureau, set up by the Commission, for information on the following aspects:

1. The number of job vacancies, for which there is an available pool of labour;
2. The number of job vacancies, for which no indigenous workforce is available;
3. The number of those out of work, for whom there exist no relevant jobs and for whom other measures such as retraining, will have to be taken.

The Commission made provision for an adjustment period of two years before the system was to be applied and subsequently recommended that a special committee should be set up to prepare Denmark, Ireland and the UK for the introduction of the system.

It is hoped that this system will lead to improved co-operation between the member states' employment services, improve consultations over their employment policies and lead to a better utilisation of the Community's manpower resources through the statistical information available from the European Co-ordination Bureau.

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# Documentation

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## GERMANY

### RECOGNITION OF PROFESSIONS

#### Booksellers

The professional status of booksellers has been recognised by the Federal Government. The decree, (Verordnung über die Berufsausbildung zum Buchhändler) which was issued by the Ministries of Economic Affairs (Bundesministerium für Wirtschaft), Education (Bildung und Wissenschaft) and Labour (Arbeit und Sozialordnung), came into force on 16 January 1974.

A person is entitled to call himself "bookseller" if he has successfully completed a three-year course of training. The curriculum must have included such subjects as the history of literature, literature and journal production, development and structure of the book trade and automatic data processing.

#### Motor Transport Drivers

A decree, providing professional status to motor transport drivers, was issued by the Ministry of Transport (Bundesministerium für Verkehr) on 26 October 1973 (Verordnung über die Berufsausbildung zum Berufskraftfahrer).

Those entitled to call themselves professional motor transport drivers must have completed a two-year training course. The decree lays down in some detail the theoretical and practical areas in which the trainees must be instructed, such as technical and mechanical knowledge of the vehicle, traffic rules and first aid. The trainees may specialise in either goods or passenger traffic.

#### New regulations for hairdressers

On 12 November 1973, an ordinance was issued by the Ministry of Economic Affairs (Bundesminister für Wirtschaft), detailing the theoretical knowledge and practical skills hairdresser-apprentices must acquire during a three-year training period (Verordnung über die Berufsbildung zum Friseur).

In accordance with the general guidelines stated in the decree, the instructor has to compose a syllabus for the course. Throughout the training, the apprentice, on his part, must keep an up-to-date record of his progress, which the instructor

inspects regularly. There are three examinations, one at the end of each year of training.

### REGULATIONS FROM THE LÄNDER

#### New teaching requirements in Bavaria

An ordinance of 31 July 1973, issued by the Bavarian Ministry of Education (Das Bayerische Staatsministerium für Unterricht und Kultus) lays down new conditions for the appointment of teachers in secondary schools (Prüfungs- und Ausbildungsordnung für das Lehramt an Realschulen in Bayern). Candidates must have passed two examinations at a sufficiently high level: one to prove their competence in their chosen subjects and the other to prove their ability to teach these. Furthermore, candidates must have acquired some practical teaching experience in a secondary school. Primary school teachers, intending to obtain this qualification, are exempt from the practical teaching requirements.

#### Nursery school staff in Baden-Württemberg

A law was passed on 10 July 1973 in the Land parliament of Baden-Württemberg (Landtag von Baden-Württemberg), regulating the training and further education of qualified staff in the state's nursery schools (Ausbildung der Fachkräfte an Kindergärten).

Under this law, the responsibility for the training rests with the local authorities and the voluntary youth welfare organisations. Three categories of staff are affected: nursery teachers (staatlich anerkannter Erzieher), children's nurses (Kinderpflegerin) and teacher/social workers (staatlich anerkannter Sozialpädagoge). To qualify as a nursery teacher, the candidate must spend three years at a state or private training college during which time she should have gained some practical experience. Teachers/social workers must obtain a diploma from one of Baden-Württemberg's specialist colleges in order to qualify. Children's nurses with proven practical ability will be recognised as qualified staff.

#### Physiotherapists in Hessen

New regulations were issued by the Minister of Education (der Hessische Kultusminister) on 12 September 1973, governing the admission of students to the state's

physiotherapy colleges and the syllabus taught (Aufnahmebedingungen und Bestimmungen für Krankengymnastik).

The training period at the two colleges at Marburg and Giessen lasts for two years and includes such subjects as anatomy, pathology, rehabilitation and the use of various apparatus.

#### Job training for the handicapped in Bremen

On 11 October 1973, the Bremen Minister for Labour (Senator für Arbeit) issued a regulation for the training of the mentally or physically handicapped to prepare them as helpers in children's and old people's homes and similar institutions (Berufsausbildung zum Hauswirtschaftstechnischen Betriebsshelfer).

The training will normally take two years, but this period may be shortened or increased according to the individual rate of progress. Most of the training will be done on the job, supplemented by courses at vocational training establishments.

#### Source:

1. Fakten, Nr. 52 vom 27. Dezember 1973
2. Fakten, Nr. 49 vom 5. Dezember 1973
3. Fakten, Nr. 2 vom 9. Januar 1973
4. Fakten, Nr. 50 vom 12. Dezember 1973

### MASTER CRAFTSMEN EXAMINATIONS

New regulations to standardise the examination requirements for master craftsmen in 125 crafts came into force on July 1 1973 (Verordnung über gemeinsame Anforderungen in der Meisterprüfung im Handwerk). Prepared by the Federal Ministry of Economic Affairs (Bundesminister für Wirtschaft und Finanzen) in close co-operation with the Association of Craft Chambers (Handwerkskammertag) and the German Trades Union Congress (Deutscher Gewerkschaftsbund), they contain uniform rules for the contents of the examination and for the standard expected of the candidates.

The examinations consist of four parts: one and two are to test the examinee's practical and theoretical knowledge of his craft; the contents of these parts vary from trade to trade and will be subject to special ministerial regulations. Parts three and four, which are common to all crafts, are intended to establish whether candidates have an adequate knowledge of economic and legal aspects and an ability to teach their craft. The regulations also state that the examination not only gives candidates the title of "master craftsman", but also the status of instructor in his particular subject. These new rules will affect about 40,000 examinees a year.

Another set of regulations, issued on 21 August 1973 by the Ministry of Economic Affairs, will exempt candidates from part two of the master craftsman examination, if they can prove that they have successfully completed a full-time course of at least 18 months at a technical college. These regulations also cover certain conditions which the colleges must meet.

Source:

1. Der Bundesminister für Wirtschaft und Finanzen. Tagesnachrichten Nr. 6678; 22 Dezember 1972
2. idem; Nr. 6800; 20 September 1973.

## FRANCE

The implementation of the Vocational Training Act of July 1971 has inevitably resulted in much further legislation enlarging on the scope and detail of the overall plan. Some recent developments are listed below.

### CONTINUOUS TRAINING (LAW No. 71-575)

Decree No. 73/45 of 5 January 1973, relates to the sickness insurance of trainees undergoing continuous vocational training and provides for a per diem allowance during the training period and the month following its conclusion.

Decree No. 73/137 of 13 February 1973 provides for the setting up of the National Agency for the Development of life-long education (l'agence nationale pour le développement de l'éducation permanente). The establishment will by advice, aid and study contribute towards the development of continuing training as a life-long process organised in the public teaching establishments.

Decrees Nos. 73/562 and 73/563 of 27 June 1973 organises vocational training in the Civil Service.

### APPRENTICESHIP TRAINING (LAW No. 71-576)

Decree No. 72/1208 of 27 December 1972 extends the apprenticeship tax, payable by the employer, to the regions of Haut-Rhin, Bas-Rhin and Moselle and details the special procedures that will be applicable.

Decree No. 73/50 of 9 January sets up regional services for the inspection of apprenticeship schemes.

Decree No. 73/758 of 30 July 1973 extends to the overseas departments the participation of employers in the financing of initial technical and vocational training. The implementation of the law to these departments is contained in Decree No. 73/759 of the same date.

Source:

Report on the Development of the Social Situation in the Community in 1973.

## ITALY

### REGIONS NOW RESPONSIBLE FOR VOCATIONAL TRAINING

Decree No. 10 of 15 January 1972 transferred to the Regions the responsibility for devising and implementing policies concerning vocational training and guidance. This was previously carried out by the central government.

Under this law, the regions are given administrative power over funds, staff and institutions concerned with vocational training of workers, craftsmen, apprentices and disabled people, in conformity with directives from the central government. The latter will co-ordinate the activities carried out by each region, be responsible for the legal aspects of vocational training and retain responsibility for international relationships and the training of Italian workers abroad.

Decree No. 478 of 30 June provides the necessary legislation on the establishment of the Institute for the Development of Vocational Training (Istituto per lo Sviluppo della Formazione Professionale dei Lavoratori) to carry out those functions which are still the responsibility of the state. This institute is a public authority with control over its own financial and administrative affairs and it carries out research and prepares studies and material necessary for national planning and coordination in the field of vocational training. It formulates proposals for and organises courses designed to train and update those engaged in the training of workers, including pilot and experimental courses. It acts on the basis of directives and requests from the Ministry of Labour and Social Security, after consultation with the relevant regions. The institute will also formulate proposals regarding the setting up and equipping of training and retraining courses whenever industrial developments impinge upon the existing labour force.

Source:

1. Gazzetta Ufficiale della Repubblica Italiana. N. 41 14.02.1972
2. Gazzetta Ufficiale della Repubblica Italiana. N. 211; 16.08.1973.

## UNITED KINGDOM

### THE MAIN PROVISIONS OF THE EMPLOYMENT AND TRAINING ACT 1973

The Employment and Training Act became law on 25 July 1973. It provided for the establishment of a statutory body

entitled the Manpower Services Commission (MSC), which is responsible to the Secretary of State for Employment for the coordination and management of the public employment and training services—now run by the Department of Employment—through two executive arms, the Employment Service Agency (ESA) and the Training Services Agency (TSA). In addition to its executive functions the Manpower Services Commission will offer advice to the Secretary of State on employment and training matters. In consequence, the Central Training Council has been wound up.

The Industrial Training Act 1964 is modified to allow the Commission (MSC) to take over many of the Secretary of State's functions relating to the industrial training boards, and to permit the levy/grant system to be replaced by a levy/grant/exemption system, which will require boards to exempt from levy the small firms in their industries and those firms which are adequately meeting their own training needs. Boards needing to raise a levy will normally be restricted to an upper limit of one per cent of payroll.

The Act also requires every education authority to provide a vocational guidance service and job placing system for those attending or leaving educational institutions other than universities, and others who wish to use it.

### IMPLEMENTATION OF THE ACT

The *Manpower Services Commission* officially came into existence on 1 January 1974. It will be financed by an annual grant from the Government, which will be calculated on the basis of an agreed programme of work based on a five-year rolling programme. It is estimated that the MSC will be responsible for a budget of £115 million in the financial year 1974/75 rising to £160 million over the next three years.

### WORK PROGRAMME

At the MSC's first meeting on 9 January 1974 an initial four-point work programme was agreed:

- The Chief Executives of the ESA and TSA should present details of their present operations and long-term plans;
- There should be an analysis of information available on manpower forecasting with a view to improving manpower intelligence and information;
- Meetings should be held in different parts of the country to discuss with employers and trade unions how the Commission could best serve them;
- The work of the Agencies should be seen at first hand throughout the country.

In addition, the Commission (MSC) agreed to examine urgently the employment situation following the recent emergency and to consider possible courses of action. Plans are quickly being implemented for examining the possibilities of an accelerated increase in training, expanding present schemes to enable people to move to new jobs, and developing special schemes to help redundant workers. The Commission also decided to examine immediately the steps being taken by the Agencies to meet manpower needs for energy purposes, particularly North Sea Oil, and to examine what more needs to be done.

*The Employment Service Agency* which will be transferred from the Department of Employment to the MSC in October 1974, is responsible for planning, developing and operating the public employment services (excluding the careers service which is to be provided by local education authorities). In December 1972 it published its programme "Into Action—a Plan for a Modern Employment Service". This dealt with the Employment Service and the administration of unemployment benefit. It announced plans for setting up a new network of offices called jobcentres; restyling the Professional and Executive Register (PER); separating the administration of the Employment Service from the unemployment benefit service at local level; changing payment of benefit in cash to postal payment by giro cheque and processing all claims and producing all payments by computer.

By April 1974 some 40 jobcentres had been opened and indications showed that these jobcentres were placing at least 50 per cent more people in jobs than the employment offices they replaced.

*The Training Services Agency* was originally set up as a self-contained accountable management unit within the Department of Employment and was transferred to the control of the Manpower Services Commission on 1 April 1974.

The TSA will have a budget of about £80 million in 1974/75 rising to about £130 million in 1975/76 when it will begin financing the industrial training boards. By 1 April 1974 the TSA had a staff of about 5,800 most of whom are working in the field, TSA training centres, district offices and regional offices. The TSA is to set up 7 regional offices and within these regions about 20 district offices will be established in conurbations and large towns. These will liaise closely with the TSA training centres and other training establishments, promote training opportunities for individuals and generally act as the point of contact for employees and employers.

### **INDUSTRIAL TRAINING BOARDS (ITB)**

The TSA is to begin its arrangements for financing industrial training board activities on 1 April 1975. From this date the MSC, through the TSA, will pay the administrative expenses of the boards and give selective grants to stimulate key training activities. Up to £35 million a year will be available for these responsibilities. Nearly £32 million has so far been provisionally allocated, whereas the boards originally requested almost £44 million for 1975/76. Other training activities may be financed from levies raised by the board. Each board is required to have plans and budgets for a rolling five-year period approved by the TSA, and has been given an indication of the minimum requirements which firm's training activities must meet to qualify for exemption.

### **SECTORS NOT COVERED BY ITBs**

In the sectors not covered by ITBs a preliminary study is being made of training in banking, insurance and finance;

freight forwarding and exporting; hair-dressing; laundries and dry cleaners; shipping; fishing; port transport and the National Health Service.

The TSA is continuing to provide Training Within Industry (TWI) courses in supervisory skills, sponsored training in Skillcentres (formerly Government Training Centres), instructor training courses, and the mobile instructor scheme. It is also looking at management development and training, commercial and clerical training, and training for heavy goods vehicle drivers, safety, industrial relations offshore oil developments and small firms.

### **TRAINING OPPORTUNITIES SCHEME**

The Training Opportunities Scheme (TOPS) was introduced in August 1972 to meet the needs of individuals for whom training would open up new jobs. Plans for expanding TOPS quote a target of 50-55,000 people completing its courses in 1974, 60-70,000 in 1975 and 70-75,000 in 1976. This compares with 40,000 who completed in 1973.

### **WORK PROGRAMME**

The TSA's five-year plan and budget is yet to be submitted for approval by the Commission (MSC). The plan looks at the situation of the TSA, its role and aims, the major projects it should implement, the goals it should achieve and the available resources for each project.

*Source:*

Background paper for national conference entitled:

Training and Employment held on 8 May 1974.

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# Bibliography

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## GENERAL CONSIDERATIONS

1. **MANPOWER, MODERNISATION AND PRODUCTIVITY**, by Lord Pilkington. London BACIE, 1973. 8 pp. £0.50 (members); £1.00 (non-members). (Fourth Annual Willis Jackson Lecture). (English text).

The fourth of these lectures, given by speakers who have made major contributions to vocational education and training was held in London at the Royal Institute of British Architects in December 1972. Lord Pilkington discussed the present problems in vocational education, an approach to their solution and the need for expansion of educational facilities for all age groups. A copy of the speech was included in the BACIE Journal, March 1973, pp. 15-21.

2. **PLANNING YOUR MANPOWER: AN AID TO A YEAR'S TRAINING FOR SMALL UNITS**. London. BACIE, 1973. 16 pp. £1.10 (members); £2.20 (non-members). Discounts for bulk orders. (English text).

Originally designed by the Ceramics, Glass and Mineral Products Industry Training Board, this aid has been enlarged by BACIE for the general use of managers of units or departments of up to 44 people. In the form of a folding *chart*, it provides a flexible framework within which the training needs of any working unit can be identified, and assists managers to spot weaknesses in the manning situation, review recruitment and training, plan manpower requirements, assess training costs and maintain a record of these factors for future examination and appraisal.

3. **USING THE MANPOWER PLANNER**, by R.J. Avres. In BACIE Journal, September 1973, pp. 59-63. (English text).

In April 1973, BACIE published "Planning Your Manpower: an Aid to a Year's Training for Small Units". This article briefly outlines the background of this publication and, by means of a fictitious example, explains how it can be used as a simple working document for those responsible for training.

4. **MANPOWER POLICY IN FRANCE**. Paris: OECD, 1973. 123 pp. £1.32. (English text).

This report of French employment policy includes details of policies affecting the training system and of developments in vocational training policy since 1 July 1971.

5. **THROUGH NO FAULT OF THEIR OWN: SYSTEMS FOR HANDLING REDUNDANCIES IN BRITAIN, FRANCE AND GERMANY**. A Political and Economic Planning (PEP) report, by Santosh Mukherjee, London: Macdonald, 1973, 284 pp. £2.50 (English text).

A book about British policy and institutions for handling redundancies since the late 1950s. The system's deficiencies and advantages are highlighted by a comparative analysis of French and German experience.

6. **INDUSTRIAL RELATIONS TRAINING REPORT No. 33**, by the Commission on Industrial Relations. London HMSO, 1972. 95 pp. £0.75. (English text).

In May 1970 the Commission on Industrial Relations (CIR) was requested to report on the facilities for training in industrial relations available in Britain in 1970 and 1971 to those in management, unions, employers' associations and employees generally. Their report discusses the need for and various aspects of the planning and provision of industrial relations training. It recommends improvements in the quantity and quality of such training, and is accompanied by *A Practical Guide for Unions and Employers* (HMSO, 1972, 20 pp. £0.20). This outlines ways in which industrial relations training can best be planned and provided. A booklet, *Industrial Relations Training* (CIR, 1972. 14 pp. Free.), gives a short account of the main points in the report and the practical guide.

## EDUCATION

7. **INDICATORS OF PERFORMANCE OF EDUCATIONAL SYSTEMS**. Paris: OECD, 1973. 104 pp. £0.98 (English text).

This report outlines a system of indicators for evaluating the performance of an educational system. It covers output, efficiency and wastage; the contribution of education to economic growth; the effi-

cient allocation of educated labour; equal opportunity; the quality of life.

8. **EDUCATION AND THE NEW EUROPE**. In *European Studies*, Teachers' Series 17, 1973. 4pp. (English text).

This survey of Community action in education concentrates particularly on the following features: the establishment of the European university in Florence; the French proposals for a European centre for educational development; the proposition of mutual recognition of qualifications; the reports of working parties examining post-graduate education, the exchange and mobility of scientists; training in computer techniques; the curriculum at the European school and the growth of European studies in colleges and universities.

9. **TRENDS IN EDUCATION - 1973 EUROPE ISSUE**, by the Department of Education and Science. London HMSO, 1973. 81 pp. £0.23. (English text).

This special issue contains a collection of essays on European educational themes: European studies; modern languages; secondary schools and technical education; teacher training; early childhood education; school examinations; vocational education and training, Anglo-French vacation schools and lifelong continuing education.

10. **CLASSIFICATION OF EDUCATIONAL SYSTEMS IN OECD MEMBER COUNTRIES: AUSTRIA, IRELAND, ITALY**. Paris OECD, 1973. 83 pp. £0.82 (English text).

11. **BELGIUM, DENMARK, UNITED STATES**. Paris, OECD, 1972. 79 pp. £1.15 (English Text).

12. **CANADA, GREECE, YUGOSLAVIA**. Paris: OECD, 1973. 78 pp. £0.90. (English text).

13. **FINLAND, GERMANY, JAPAN**. Paris: OECD 1972. 77. pp. £0.70. (English text).

14. **FRANCE, NORWAY, SPAIN**, Paris: OECD, 1972, 136 pp. £1.32. (English text).

15. **UNITED KINGDOM**, Paris: OECD, 1972. 98 pp. £0.90 (English text).

14. **FRANCE, NORWAY, SPAIN, PARIS: KEY**, OECD, Paris, 1972. 113 pp. £0.92 (English text).

These volumes belong to a series intended to provide a comparative view in tabular form of the education systems of all OECD member countries. In principle, only those types of education or institutions included in national statistics are covered.

17. EDUCATIONAL POLICY AND PLANNING: GERMANY Paris: OECD, 1972. 294 pp. £2.30 (English text).

Prepared by the Federal Government and the Länder Ministries of Education and Cultural Affairs, this report studies the basic educational structure of the Republic, the resulting federal responsibilities for the educational system and its present and future development. There are 84 pages of related statistical tables.

18. BILDUNGSGESAMTPLAN. General Plan for Education, by the Federation-Länder, Commission for Education Planning (Bund-Länder-Kommission für Bildungsplanung). Stuttgart: Ernst Klett Verlag, 1973. 2v. (137 pp.; 230 pp.). (German text).

This document resulted from representatives of the Federal and Länder governments reviewing for three years the state of all aspects of educational provision in the Federal Republic of Germany: pre-school, primary, secondary and higher education, teacher training further education, student grants, innovations in education, educational counselling, general research outside the universities and libraries. It represents a comprehensive, long-term development and reform programme for all sectors of Federal education up to 1985, with an educational budget.

19. GENERAL PLAN FOR EDUCATION by Bund-Länder Kommission für Bildungsplanung (the Federal-Länder Commission for Education Planning). Abridged version, Stuttgart: Ernst Klett Verlag, 1973. 64 pp. (English text. Also available in French: Plan global pour l'éducation).

The "Bildungsgesamtplan", of which this is an abridged version, was approved by resolutions of the heads of the Federal government and Länder governments on 20 September and 30 November 1973. This version contains the main targets of the educational outline plan and the essential data of the educational budget. Illustrative diagrammes of future targets are given for many aspects of elementary, primary, secondary and higher education.

20. AKTUELLE BILDUNGSPROGRAMME. Current education programmes, by Prof. Dr. Job-Günter Klink. Bad Heilbrunn: Verlag Julius Klinkhardt, 1972, 244 pp. (German text).

A detailed account of the German Federal Government's educational reform programme and the criticisms levelled against it. Emphasis is put on reports and proposals from the Government, programmes from the political parties and from commercial and educational organisations and the Churches.

21. EDUCATIONAL POLICY AND PLANNING: FRANCE. Paris:

OECD, 1972. 695 pp. £3.70 (English text).

The objective of this report is to describe quantitative and qualitative aspects of the development of the French education system. These cover budgetary outlay, student output, modifications in structure and content, education planning and its techniques and methods of implementation.

22. A TRAINING OFFICER'S GUIDE TO THE EDUCATION SYSTEM OF GREAT BRITAIN. 5th ed. London: BACIE, 1973. 21pp. £0.60 (members); £1.20 (non-members). BACIE Training Manual no. 1) (English text).

This new edition incorporates the significant changes effected in the British education system since 1970. Particular reference is made to the education of engineering trainees in a long section in respect of the courses run by the City and Guilds of London Institute.

23. EDUCATIONAL RESEARCH IN BRITAIN 3, edited by H. J. Butcher and H. B. Pont. London: University of London Press, 1973. 420 pp. £3.25 (English text).

A collection of 17 papers summarising research in various areas of education. Subjects covered include: schools as organisations; reading; personality in relation to academic attainment; convergent and divergent thinking; science teaching; the Humanities Curriculum Project; handicapped children; maladjustment; the work of the Hester Adrian Research Centre and the Society for Research into Higher Education; educational and vocational guidance; further education; teacher education; language social class and the curriculum.

24. EDUCATION IN SCOTLAND, by Ian R. Findlay. Newton Abbot: David and Charles, 1973. 143 pp. £2.75. (English text).

A brief survey of the historical development of Scottish education leads into a description of the present system's organisation, administration and finance, and accounts of primary, secondary and higher education.

25. EDUCATION IN SCOTLAND IN 1972. A report of the Secretary of State for Scotland. Edinburgh: HMSO, 1973. 77 pp. £0.63. (Cmd 5246). (English text).

A survey of the year's activities in education, teacher training, community services, recreation and the arts. Simple statistics are given where appropriate.

26. DAS SCHULWESEN IN IRLAND. In Europäische Dokumentation für die Education in the Republic of Ireland. Hand des Lehrers, 73/3. Brussels:



Europäische Gemeinschaften, Presse- und Information. 5 pp. (German text).

This article shows that public expenditure on education has risen, but mainly on current account; by contrast, investment in school buildings etc. is still very low. The Church is allowed to run those schools which are predominantly their property. Some secondary schools are vocational, others, called "Community Schools", teach both general and technical subjects. Ireland has two universities, eight regional technical colleges, two colleges of technology as well as establishments specialising in such subjects as home economics, commerce and arts.

27. EDUCATIONAL POLICY AND PLANNING: JAPAN. Paris: OECD, 1973. 202 pp. £2.33 (English text).

The first part of this study examines the national and social demand for school education, equality of educational opportunity, school systems, contents and methods of education, and the distribution of expenditure. The second part presents the recommendations of the Central Council for Education of Japan for the reform of primary, secondary and higher education.

28. EDUCATION POLICY IN THE NETHERLANDS IN 1972: PROBLEMS AND PRESSURES. The Hague: Ministerie van Onderwijs (Ministry of Education and Science), 1972. 8 pp. (Docinform 29 IE). English text. Also available in German: Unterrichtspolitik in den Niederlanden: Projekte und Pläne im Jahre 1972. Docinform 291D).

This report deals with essential aspects of the current education policy of the Netherlands and is based on three main documents: the Higher Education Reform Bill which provides the legal basis for higher education reform; a memorandum on "new style" higher education which contains a broad outline of a new bill to make legal provision for the closer interdependence of higher vocational education institutions and university education and a memorandum on education policy which takes the first step towards the framing of education for the 4-12, 12-15. and 16-19 age groups, post-secondary education, examinations, staff and teacher training, multi-media systems and instruments of educational reform.

29. EXPENDITURE ON EDUCATION. Brief description of the main statutory regulations governing public expenditure on education in the Netherlands. The Hague: Ministry of Education and Science, Documentation Division, 1972. 9 pp. (Docinform 289E). English text. Also available in German: Die Finanzierung des Unterrichts. Docinform 294 and French: Le Financement de l'Enseignement aux Pays-Bas. Docinform 289 F).

This document describes the finance arrangements for all levels of Dutch education public as well as private, without actually quoting any figures. Arrangements for financing nursery, primary, special, secondary and university education together with apprenticeships are laid down by laws specific to each.

30. THE YOUNG UNEMPLOYED, WHO ARE THEY AND WHY? by V. Ahier. In BACIE Journal, March 1973, Vol. 27, no. 1, pp. 8-14 (English text).

The author summarises the results of two years' research into the problems of unemployment among young people. He examines the dichotomy between education and industry, the rapid changes and movement of industry and commerce, the increase in unrewarding jobs and the demands on the labour force for high technical skills linked to years of experience.

31. HANDWERKSBERUFE FÜR JUNGEN UND MÄDCHEN. EIN RATGEBER FÜR DIE BERUFSWAHL. Apprenticeships for Boys and Girls. A Careers Guide. Luxembourg: Handwerksförderungsstelle der Handwerkskammer Luxemburg, 1973. 92 pp. (German text).

The Luxembourg Chamber of Crafts has compiled an illustrated career guide for school-leavers wishing to train in one of nearly 80 subjects for which apprenticeships are available. These are arranged under seven headings: careers in food industry, textile industry, metalwork, woodwork, health and hygiene, construction work and miscellaneous subjects such as photography and printing. Brief details of the nature of the work, training, promotion prospects and possibilities for changing to related careers are given for each trade.

32. NOTES ON THE HIGHER EDUCATION SYSTEMS OF EUROPE, compiled by P.G.A. Howells. London: North East London Polytechnic, 1972. 74 pp. £0.75. (English text).

The countries covered are the Netherlands, Italy, Austria, Germany, Norway, Denmark, Switzerland, Ireland, Belgium and France. Each is divided into sections describing the institutional background, admission requirements, administration and courses.

33. REGISTER OF RESEARCH INTO HIGHER EDUCATION IN WESTERN EUROPE 1973. London: Society for Research into Higher Education, 1973. 227 pp. £3.00 English text).

A brief description of over 170 projects being carried out or recently completed in Western Europe. They are classified into sections covering economics and manpower, administration, specific subjects,

teaching methods and educational technology, staff, students further adult education.

34. **SHORT-CYCLE HIGHER EDUCATION: A SEARCH FOR IDENTITY.** Paris (OECD), 1973. 414 pp. £3.00 (English text).

An analysis of problems facing 'short-cycle institutions' in the non-university sector of higher education: their place and role in post-secondary education, the status of teachers, structure and content of studies, and employment of their graduates. A selection of papers presented to an International Meeting on Short-Cycle Higher Education in Grenoble, France, on 15, 16 and 17 November 1971 discusses four different types of such institutions in Norway, the United States, Yugoslavia, France and Great Britain.

35. **THE UNIVERSITIES AND BRITISH INDUSTRY 1850-1970**, by Michael Sanderson London: Routledge and Kegan Paul, 1972. 436 pp. £6.50 (English text).

This is a study of the impact of industry on the development of British universities from the 1850s to 1970, and the contribution of the universities to industry through scientific research and the supply of graduate skills. It includes descriptions of the rise of civic universities, strongly financed by and closely supporting industry, and reliance of industry on the universities for war technology during the two world wars.

36. **BRITISH QUALIFICATIONS**, compiled by Barbara Priestley. 4th ed. London: Kogan Page, 1973. 923 pp. £6.00 hardback; £3.25 paperback. (English text).

This is a comprehensive guide to educational, technical, professional and academic qualifications in Britain. One section lists all the universities and polytechnics, with details about their degrees, diplomas and certificates; another lists almost 200 trades and professions with their respective professional bodies and the available qualifications.

37. **EIGENVERANTWORTUNG, MOTIVATION, LERNVERHALTEN und LERNLEISTUNG — ÜBERLEGUNGEN ZUR FRAGE DER BESONDEREN ERFORDERNISSE BERUFLICHER ERWACHSENENBILDUNG.** Thoughts on personal responsibility, motivation, attitude towards learning and achievement as it refers to adult vocational education, by Günter Kühn. In (Journal for Vocational Education Research) *Zeitschrift für Berufsbildungsforschung* no 4/73, pp. 25-28. (German text).

The author expresses the view that the principles underlying vocational training of adolescents are not necessarily valid in

adult education. Adults have a personal responsibility for shaping their own lives—freedom to choose among the courses open to them. They differ from adolescents in their attitude towards learning, their motivation and their ability to learn. With increasing age, adults take longer to assimilate fresh knowledge, but they remember what they have learned longer and with greater precision, particularly if the new facts fit easily into established thought patterns.

38. **TODAY AND TOMORROW IN EUROPEAN ADULT EDUCATION**, by J.A. Simpson. Strasbourg: Council of Europe, 1972. 219 pp. Free (English text).

A survey of European trends in teaching methods, curricula, premises and location, community development, career orientated studies, educational technology, public and government attitudes, research and teachers with comment on the socio-cultural significance. The study is not divided into regional sections.

39. **ERWACHSENENBILDUNG IN DER DEMOKRATISCHEN GESELLSCHAFT.** Adult education in a democratic society, by Josef Oelinger for the Association for the Study of Catholic Adult Education in North-Rhine Westphalia (Landesarbeitsgemeinschaft für Katholische Erwachsenenbildung in Nordrhein-Westfalen e.V.). Cologne: Bachem Verlag GmbH, 1971. 114 pp. (German text).

The author, in a closely reasoned argument in favour of equality between public and private institutions of adult education, claims that in a pluralistic society both have an important part to play. He points out that many groups representing sectional interest, trade unions, employers' organisations, chambers of industry and commerce — as well as the Church are in various ways concerned with education to the benefit of the general public.

40. **ERWACHSENENBILDUNG, WEITERBILDUNG** Adult—and further, education, Planungskommission Erwachsenenbildung und Weiterbildung des Kultusministers des Landes Nordrhein-Westfalen. (First report of the Planning Commission for Adult and Further Education of the North-Rhine Westphalia Ministry of Education). Düsseldorf : A. Henn-Verlag, 1972. 150 pp. (German text).

This is a description of a reform plan for education published by the Ministry of Education of North-Rhine Westphalia from proposals outlined by a planning commission composed of leading authorities in many fields of adult education, trade and industry and religious organisations. Details are given of the necessity and public responsibility for further education, the role of educational organisations, staffing, finance and building.

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