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ABSTRACT

The aim of the CIRF abstracts is to convey information about vocational training ideas, programs, experience, and experiments described in periodicals, books, and other publications and relating to operative personnel, supervisors, and technical and training staff in all sectors of economic activity. Information is also given on major trends in other fields of human resources development and utilization (manpower planning and organization, general and technical education, management development) in so far as they are related to and have implications for vocational training. (Contents of this dispatch include 55 abstracts and a list of periodical publications abstracted.) (Author/EA)

CIRF

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Contents of this despacth:

55 Abstracts and the list of publications

Note particularly:

Construction industry

Rural development

Employment effects of education

Leadership function

Technicians

Contenu de cet envoi:

55 résumés et la liste des publications

Voir spécialement:

Construction

Développement rural

Education et emploi

Fonctions de commandement

Techniciens

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° L 229	-	-	-	1	United Kingdom 42

Author: -

Title: Employment and Training Act, 1973

Bibliographical references: London, HMSO, 1973: Chapter 50, 60 p. Price: £0.42.

Translation

Subject analysis

Act to achieve co-ordination of employment, training and counselling services: establishment, functions, powers and inter-relationships of relevant bodies; amendment to earlier legislation; careers services of education authorities; financial provisions; new structure for agricultural training.

Contents analysis

The Employment and Training Bill whose terms were outlined in Command Paper No. 5250 submitted to Parliament in April 1973 [cf. abstract No. 2/B 52472, Vol. 12] received royal assent on 25 July 1973 and has become law (the Employment and Training Act, 1973), thereby amending the Industrial Training Act, 1964 [cf. abstracts Nos. 1/09825, Vol. 3 and 1/06002, Vol. 2].

The Act confirms the organisational structure proposed by the Government with a view to achieving better co-ordination of employment, training and counselling services. It also confirms that the industrial training boards instituted in 1964 shall no longer be obliged to raise a levy for training purposes, but may do so on their own initiative or be directed to do so by the Manpower Services Commission instituted by the Act. Any such levy shall not normally exceed 1% of payroll.

With few exceptions (chiefly formal or drafting changes) the terms of the Act are identical with those of the Bill.

One exception of a more substantial nature relates to the functions of the Manpower Services Commission. The Bill made the Commission responsible for making appropriate arrangements for assisting persons to select, train for, obtain and retain suitable employment; the Act specifically adds, among other explanatory clauses on this point already present in the Bill, that such action may "include arrangements for encouraging increases in the opportunities available to women and girls for employment and training".

[The full title of the Act reads as follows: An Act to establish public authorities concerned with arrangements for persons to obtain employment and with arrangements for training for employment and to make provision as to the functions of the authorities; to authorise the Secretary of State to provide temporary employment for unemployed

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persons; to amend the Industrial Training Act 1964 and the law relating to the provision by education authorities of services relating to employment; and for purposes connected with those matters.]

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 54021	-	-	-	1	European Communities

Author: -

Title: Résolution sur les premières mesures en vue de la mise en oeuvre d'une politique commune de formation professionnelle

Bibliographical references: Journal officiel des Communautés européenes, Luxembourg, Vol. 16, No. C 49, 28 June 1973, p. 16-17.

Translation: Resolution on initial measures to establish a common vocational training policy

Subject analysis: Resolution of the European Parliament on initial measures to establish a common vocational training policy: guiding principles; priority objectives.

Contents analysis:

Among priority objectives for the development of a common European Economic Community (EEC) policy in vocational training are the following:

(a) training should relate to the development of the whole individual not just to the acquisition of skills;

(b) the community as a whole should play an increasing role in the control and provision of training;

(c) initial training should be broad to facilitate subsequent adaptation and retraining;

(d) the Community should work towards standardising models, methods and occupational definitions of vocational training, the duration of training and educational requirements for entry into training.

The general principles approved by the Council of Ministers in 1963 remain valid [cf. abstract No. 1/B 01730, Vol. 2] but their practical application has been retarded. The EEC Commission has not been given the means to take action as foreseen. There is a risk that the new programme will suffer in the same way unless vigorous steps are taken to develop and implement a practical programme of action. This should go beyond the mere exchange of information and data and include both short-term and long-term programmes with emphasis on the harmonisation of training structures and levels of achievement in training, particularly in industry, together with special measures for migrant workers and the handicapped.

Adequate financial resources should be made available for implementing the programme.

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In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 54019	-	-	-	1	Germany (Fed. Rep.) 430.2

Author: -

Title: Im Mittelpunkt: Berufliche Bildung

Bibliographical references: Deutsches Handwerksblatt, Bonn, Vol. 26, No. 12, 25 June 1973, p. 15-17.

Translation: On the agenda: vocational training

Subject analysis: Resolution of the German Association of Chambers of Artisan Trades regarding vocational training: framework; financing.

Contents analysis

At its general meeting of June 7, 1973 at Stuttgart, the German Association of Chambers of Artisan Trades (Deutscher Handwerkskammertag), defined its position regarding vocational training reforms. Concern was expressed, in this respect, about attempts to weaken or totally dispense with the principles of industry control.

Framework

The dualistic vocational training system prevailing in the Federal Republic of Germany is one of the cornerstones of the economy. Any change in the system would be harmful. It is a practical system, adapting easily to technical and economic developments and affording the maximum number of modern training opportunities, and has worked successfully for 70 years. The Association therefore rejects the projected creation of "Chambers of vocational training" and an enlarged Federal Employment and Vocational Training Institution. Both would be very harmful to vocational training.

The maintenance and improvement of the dualistic vocational training system and of group training facilities rely on the voluntary and technical contributions of thousands of persons (100,000 in the artisan trades sector). An inexperienced and probably understaffed institution would do more harm than good to vocational training, according to those in the artisan trades.

The application of new legislation concerning the artisan trades sector and vocational training has shown that the key to success is to be found not in new laws and administrative procedures, but rather in practical measures with specific objectives: rapid adjustment of training means to technical developments; improvement of training facilities within undertakings; teacher training; group training facilities which complement training given in the undertaking; increased advisory services to and supervision of undertakings; specific steps designed to

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improve vocational training through the introduction of basic vocational training which accurately reflects reality and which alternates theoretical training with training within the undertaking.

Efforts to integrate general education with vocational training in one comprehensive school will be opposed vigorously. The examples of other countries have demonstrated its undesirable effects on vocational training and on the economic and social levels.

The Association accepts the principle of public inspection. The Chambers of Artisan Trades are prepared, in the future, to provide advisory training services on the basis of clear legislative provisions. But where supervision is concerned, highly practical criteria are needed. Experience has shown that competent advice and assistance are more important than supervision for bringing about a real improvement in training given within an undertaking.

Financing

A good many undertakings which could provide vocational training no longer do so and as a result do not contribute towards the cost of training while those who do provide training are penalised in this respect. The logical consequence of putting vocational training and general education on the same footing, as the Federal Government is prepared to do, would be to finance vocational training totally through taxes. As this is materially impossible for the time being, consideration might be given to partial financing by the State, as was done in order to introduce group training in the artisan trades sector.

Consideration was given to the possibility of collecting the enormous amounts of capital needed to create a central Fund. The Association considers that it would be preferable to subdivide the funds by economic sector, which would also better satisfy regional needs. In the artisan trades sector, the funds would be administered on a self-management basis by undertakings. Employers and workers could then have an equal voice in the decisions concerning the distribution of available means. Thus the particular interests of both the various branches of the artisan trades sector and the different regions of the country would be respected.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 53470	-	-	-	1	USSR 47

Author: OSIPOV, A., SUSKOV, V.

Title: Polozenie o proizvodstvennom obučenii ucascihsja sel'skih proftehučilišč

Bibliographical references: Professional'no-tehničeskoe Obrazovanie, Moskva, No. 5, May 1973, p. 33, 36-37.

Translation

Regulations concerning the production training of pupils in the agricultural vocational schools

Subject analysis

Article describing new regulations on the organisation of production training for pupils in agricultural vocational schools: responsibilities of the vocational schools and the undertakings in relation to such training; increased participation by the personnel of the undertaking in giving such training.

Contents analysis

New regulations have been issued by the State Committee on Vocational Training concerning the organisation of practical production training for trainees in agricultural vocational schools.

In future, such training is to be given in leading agricultural undertakings. The undertakings will be selected by the regional vocational training and agricultural authorities jointly, and will be assigned to agricultural vocational schools for the purpose of carrying out such training for a minimum period of three years.

The organisation of the training will be the joint responsibility of the agricultural vocational school director and the management of the undertaking concerned. The actual timing and duration of the training period will be determined by the regional vocational training authority and the agricultural vocational schools. While training should normally take place in two stages — during the spring and harvest seasons — the climatic and physical conditions of the region will also be a determining factor.

Each group of trainees will be accompanied by an instructor from the agricultural vocational school but the new regulations stipulate that practical on-the-job training will be given by the engineering, technical and skilled personnel of the undertakings. The latter will receive additional payment for instructional duties in relation to trainees: 5% of the daily salary for 1-2 trainees; 10% for 3-4 trainees; 20% for 5-7 trainees and 30% for 8-10 trainees.

Acceptance for the practical training period is dependent upon the trainee passing a test in operational knowledge and skills and in job safety. Trainees whose work will include the driving of agricultural machinery should be at least 17 years of age (18 for irrigation works) and have acquired a temporary driving licence for agricultural machinery.

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Contracts between the agricultural vocational school and the undertaking should be prepared at least two months before the trainees begin their practical training.

On completion of the practical training period the trainee will be issued with a certificate describing the work assignments carried out, his performance and wages earned.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 50024	-	-	-	1	Australia 94

Author:
Title.
Bibliographical references:

LYNCH, P.
Gathering impetus towards improved training practices for industry and commerce
Melbourne, Department of Labour and National Service, 1972, 19 p. (offset).

Translation

Subject analysis

Statement by the Minister for Labour and National Service explaining new measures affecting the scope and quality of training in industry and commerce.

Contents analysis

Promotion of better training practices in industry and commerce is the objective of the Tripartite National Steering Committee on Training that was appointed in 1971 [cf. abstract No. 1/B 47799, Vol. 11]. As the next phase of its ongoing programme to extend the scope and improve the quality of training in industry and commerce, the Government is taking the measures outlined below.

Improving training practices in industry and commerce

1. The National Steering Committee on Training for Industry and Commerce is to receive increased funds to enlarge promotional activities, laying emphasis on the link between training and higher efficiency, increased job satisfaction, and better management-worker relations.

2. The Government is to encourage the appointment of specialist training officers, to be designated manpower development officers (MDO), by the introduction of a scheme known as the "MDO Subsidy Scheme". Under the scheme, industry organisations will be reimbursed 50% of salary costs, to a maximum of A$5,000 per annum [1US$ = A$0.672] for each appointment of a manpower development officer which meets the requirements stipulated by the National Steering Committee. The MDO's job specification will emphasise the development of the training function in individual establishments, the need to conduct industry surveys of training requirements, the adoption of systematic training practices, and the conduct of training courses for small firms.

3. Further impetus will be given to the training of training staff: (1) by the suspension of fees for courses run by Government centres; (2) by granting subsidies to institutions running approved courses for training officers and instructors. These arrangements will operate until 30 June 1974.

Improving occupational training for craftsmen and supervisors

1. The Government is to provide subsidies to employers under a (cont'd)

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national apprenticeship assistance scheme, in an attempt to arrest the relatively slow rate of apprentice intake. These subsidies should encourage employers with proper training facilities to increase the number of training opportunities they offer. Employers whose total number of apprentices is 25% or more of the total number of craftsmen employed may apply for subsidies in respect of all the first-year apprentices they take on.

2. The Department of Labour and National Service is to draw up guidelines for the training of supervisory staff. The training material will be presented in a form which any employing organisation can adapt to its own particular needs. In addition, existing Training-Within-Industry (TWI) programmes for supervisors [cf. abstract No. 9/B 31120, Vol. 8] are to be redeveloped into special programmes which all TWI trainers will be taught to apply. Until the end of June 1974, TWI trainer training will be made available free of charge through the Department of Labour and other approved bodies (which will be subsidised for the purpose).

Broadening training opportunities under employment training schemes

Government-subsidised employment training schemes in industry are to be extended. Existing schemes are available for persons whose employment has been disadvantaged for industrial or other reasons. In the past they have been open to Aborigines, to married women wishing to re-enter the labour force, to persons displaced by technological change and to persons reorienting themselves as a result of rural reconstruction. They will now be extended to cover persons displaced by redundancy and those who have remained unemployed for at least 16 weeks or a single period of at least 10 weeks, or have been unemployed for at least 4 weeks and have little prospect of obtaining suitable employment within the next 6 weeks. In addition the Government will increase the subsidies available to employers under the Employment Training Scheme for Aborigines.

In referring to this abstract please quote N° L 225	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	2	Peru 85

Author: -

Title: Decreto Ley No. 19588

Bibliographical references: El Peruano, Lima, 26 Oct. 1972, p. 8.

Translation: Legislative Decree No. 19588

Subject analysis: Legislative Decree establishing a government sponsored public company to promote productivity in the artisan trades: general framework, activities, administration, financing.

Contents analysis:

The objective of this Legislative Decree is to provide new employment opportunities and economic advancement for the large masses of the Peruvian people, to ensure continued development of traditional crafts and to improve the technical level and productivity in the artisan trades.

A public company is created with the name "Peruvian Artisan Trades Promotion Company" (Empresa Peruana de Promoción Artesanal — EPPA). The company is to have administrative and financial autonomy.

The company shall:

- provide training services and technical and economic assistance to undertakings and independent artisans in order to rationalise, increase production and improve productivity;
- carry out market research and marketing operations for small-scale industry and artisan products in local and external markets;
- carry out technical and economic feasibility studies for new or expanded production;
- promote the sale of small-scale industrial and artisan products and provide financial assistance to undertakings;
- co-ordinate the work of other agencies which take an interest in small-scale industry and the artisan trades.

The company shall co-operate with the Industrial Bank of Peru (Banco Industrial del Perú) in financial matters and will have an initial capital of 100 million soles (approx. US$2.3 million).

The Board of Directors shall include representatives of the ministries of Industry and Commerce, of Economic Affairs and Finance, and of Education, as well as representatives of employers' and workers' organisations and the staff of the company.

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The company is to take over the functions, assets and liabilities of the existing Peruvian Artisan Trades (Artesanías del Perú) unit of the Industrial Bank of Peru.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 55771	-	-	-	2	United Kingdom 42

Author: WOOD, G.

Title: How do you rate in the manpower productivity league ?

Bibliographical references: Industrial and Commercial Training, Guilsborough, Vol. 5, No. 8, Aug. 1973, p. 369-372.

Translation

Subject analysis

Article on the need for manpower planners to use more reliable indicators of productivity with a view to more effective planning of training activities.

Contents analysis

Every undertaking is concerned with the most effective use of manpower and equipment. However, very few people look at the right kind of figures, with the result that they do not always get the right answer. Within any one industry it is possible to make comparisons of output per man-hour between different companies or different plants. But even these simple comparisons are misleading if they concentrate on shop floor labour and ignore the indirect workers and staff who all contribute to the final output.

Official national census figures in the United Kingdom express manpower productivity in terms of net output per head. This figure is obtained by first adjusting the sales turnover for any changes in levels of finished stock between the start and the end of the year, giving a "gross output" figure. From this gross output is deducted the cost of all raw materials and other purchases such as fuel, electricity, packaging etc., giving a "net output" figure. Thus the official census "net output" represents the value added to materials by the process of production.

Comparisons of manpower productivity based on value added per head are affected not only by inflation but also by the wide variation in wages between different industries. These factors are not reflected in the comparisons currently being made and can lead to a distorted picture of achievement.

However, this distortion could be overcome by expressing the manpower productivity index in terms of "value added per £ of wages/salary", thus taking into account not only the difference in earnings but also the effect of inflation on prices and wages. Measured in such a way it becomes clear that, contrary to the official estimates, manpower productivity has not changed much over the years. Another effect of using this index, instead of that based on value added per head, is to change the respective positions of the various industries in relation to productivity.

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Although the four industries at the top of the table are the same, some dramatic changes take place at the bottom. Clothing moves from bottom place to 15th place. The textile industry moves from 17th place to 13th place, whereas mechanical engineering falls from 7th to 14th.

In view of these results it would seem that current indicators of productivity should be reassessed. If this is not done, economic forces may bring about a colossal shift in manpower that current Government training policies (for example, the present Training Opportunities Scheme — cf. abstract No. 1/B 47519, Vol. 11) will be completely unable to deal with.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 55768	-	Education 931	-	2	United Kingdom 42

Author: HOLLOWAY, B.J.

Title: Does education create unemployment?

Bibliographical references: Industrial and Commercial Training, Guilsborough, Vol. 5, No. 6, June 1973, p. 269-274.

Translation

Subject analysis

Article on unemployment and underemployment among university graduates: historical background; weaknesses of demand planning; higher education as a contributing factor in the reduction of jobs; suggested new role for education.

Contents analysis

Unemployment and underemployment among university graduates is a theme of growing importance in many countries, including the United Kingdom. The percentage of graduates in the United Kingdom still looking for employment six months after graduation in 1971 was 7.9% as compared with 2.3% in 1966. Each of these figures was higher than the national unemployment figures in the same year.

Part of the problem lies in the assumption that has categorically linked expenditure on higher education with economic growth and encouraged the belief that it is impossible to have too much higher education. This relationship is basically a false one. Intellectual skills are now in permanent over-supply in relation to the economic needs of society. Diminishing returns are being obtained because of an over-production of university-level skills. All the extra jobs that have emerged are at the sub-professional level.

Unfortunately the supply of higher educational talent is extremely inelastic and this situation will continue for some time until university input is reduced. The result is that graduates not only are experiencing, but will continue to experience, great disappointment and frustration once they enter the world of work. We are experiencing an expectations gap: the gap between the employment a graduate expected he would get and that which he found, and it is this expectations gap that has been growing so rapidly in recent years. An upgrading of paper qualifications is occurring while the jobs stay very much the same. Everyone is running harder to stay in the same place.

This is not an argument against more further education, but it is an argument against certain attitudes which have come to be associated with higher education. It makes no sense to assume that the same kind of expectations can survive an expansion of input from 3.3% in 1955 to 12% in 1980 of the 18-year-old age group. Education is no longer an economic guarantee. It may only provide a licence to compete.

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Furthermore, higher education, particularly in science and technology plays a leading part in killing off other people's jobs at all levels. Greater technology leads to greater economies of scale and, coupled with inflation, acts to reduce the number of jobs. The new concept of work as a "social situation" also destroys jobs. Those who are in work are treated to processes of job enrichment, job enlargement and job involvement. The more involved they get, particularly at professional level, the more productive they become and so again fewer are needed.

Coupled with the over-production of intellectual and economic skills there is a tendency to ignore the social aspects of education. The process of academic study and examinations is self-centred and solitary; almost a prototype "individual versus society" situation. It needs to be counter-balanced at the university by a positive attitude to the social development of citizens.

Society is moving towards an era where 15% of the population can produce all the goods it needs. The remaining 85% will be in services of various sorts, including education. Satisfaction in a job is partly determined by the attitude of society towards that job. Education and higher education in particular, can help to mould these attitudes.

The lesson to be learnt from the present situation is that inflexibility can be created just as much by overtraining as it can by undertraining. The positive factor in such a situation, however, is that the overtrained person is easy to retrain. The assumption can be made that the aptitudes are there. The task of education is to ensure that the attitudes are there as well.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 55055	-	-	-	2	Thailand 593

Author: VORAPIPATANA, K., VARAVARN, K.

Title: Out-of-school education for youth: a case study from Thailand

Bibliographical references: Bulletin of the UNESCO Regional Office for Education in Asia, Bangkok, No. 14, June 1973, p. 245-263.

Translation

Subject analysis

Article on out-of-school education programmes with particular emphasis on the functional literacy programme at lower primary level: historical background; detailed description of the functional literacy and family life education project.

Contents analysis

Education for the out-of-school population including adult education, has become an indispensable instrument in the development process in Thailand. Present activities in non-formal education fall into 3 categories: (1) out-of-school academic programmes which provide, through evening classes, an education which is equivalent to that given in the formal education system; (2) short courses to provide training in specific skills; (3) mass education through a variety of mass media.

At present the out-of-school academic programme consists of the Functional Literacy and Family Life Education Project which is equivalent to lower primary level, and three post-literacy courses which are equivalent to upper primary, junior secondary and senior secondary education respectively. Although still operating on a small scale the Functional Literacy programme has introduced a new approach to the eradication of illiteracy which is outlined below.

The curriculum is based on an identification of the problems and obstacles in the daily life of the rural communities. This identification is established by means of: (1) a survey of the target population to ascertain population characteristics; (2) a description supplied by the various ministries concerned of the problems encountered in their work. Once identified, the problems are listed under 4 headings: (1) earning a living; (2) family economics and consumer education; (3) health and family planning; (4) civic responsibility. The next step is to draw up a curriculum to assist the students to cope with these problems.

Information and facts are provided which will enable the students to understand why the existing conditions are problems and how these problems affect their living conditions. Alternatives are explored and the implications in adopting them examined. Solutions are related to the adoption of a new "concept".

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Teaching techniques are based on group discussion which is the traditional Thai learning environment. As adults learn best when focussing on complete ideas, completed sentences are used throughout instruction.

Teaching texts consist of individual cards in a loose-leaf binder. As illiterates tend to be discouraged by thick books, the students build up a book by adding successive cards after each lesson. Each card consists of two parts. The first page is a photograph depicting the concepts of the lesson with key words printed underneath, and is intended to stimulate discussion. The second page is a summary text which serves as a reading exercise and as reference material. Reading, writing and arithmetic exercises are provided in separate volumes.

Instruction is carried out by primary school teachers after having followed a 1-week course which includes briefing on the following subjects: adult education, the curriculum, psychology, teaching techniques and course evaluation. Health workers and agriculturists, etc., give the teachers additional background information. Two teachers' manuals have been developed with detailed lesson plans. Twice during the implementation of the 6-month programme teachers attend follow-up meetings, which are organised by the Advisory Committee for Non-Formal Education to discuss problems encountered.

The functional literacy programme is co-ordinated with other adult education programmes. In addition, public libraries and reading rooms have been established and a newspaper reading centre project was initiated in 1971.

The results appear to be promising. The programme helps to retain reading abilities, to promote reading habits and participation in community projects as well as fostering a sense of awareness of events outside the immediate community.

In referring to this abstract please quote N° B 54996	Trainee Young	Sector -	ISCO -	CIRF 2	Country Sri Lanka 548.7

Author:
Title:
Bibliographical references:

UDAGAMA, P.
The problem of education and training in developing countries
International Development Review, Washington D.C., Vol. 15, No. 1, 1973, p. 3-7.

Translation

Subject analysis

Article on the reform of the educational system: problem of unemployed youth; improving the relevance of education to employment opportunities; the new educational cycle; pre-occupational courses at junior secondary level.

Contents analysis

The major problem facing the country is the large number of unemployed youth. Furthermore, most of the existing training schemes (e.g. youth settlements, national service schemes), whatever their success rate in training for employment, have one big disadvantage — they are too expensive.

Considerations of cost suggest a system in which young people continue to reside with their families, and perhaps participate in cultivation of the family holding. This means that the point of departure for any large-scale opening up of productive employment for the majority must be built up in their home locality.

The challenge is to design a school curriculum that in so far as is possible prepares children to see their life situation in relation to solving the economic problems of their country. In this respect current school curricula are completely inappropriate.

Sri Lanka has begun a major programme of curriculum redesign to overcome this problem. The aim is to offer all children a common 5-year programme of elementary education devoted to the development of the basic skills in language, numbers, etc., combined with the maximum of environmental studies and practical creative activities.

Junior secondary school will then cover a period of 4 years and will comprise a common programme of general education, in which all pupils follow courses in science, social studies, etc. These subjects will be taught in relation to their specific application to the economic and social problems facing the country. In addition, about 20% of the timetable will be devoted to a new subject — "pre-occupational studies". At age 11/12, this will entail investigation of the wide variety of occupations to be found in the locality. At age 13 and 14 it will provide intensive and systematic study of some of the principal local occupations.

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There will be no question of training each child for some particular skill, such as carpentry. It will be a matter of introducing all pupils to a number of occupations practised in the locality, thus increasing their employment potential.

To implement this scheme there is a highly decentralised system of curriculum development. Sample teaching units dealing with such topics as fishing, paddy cultivation, the construction of roofs, have been prepared, and volunteer schools are now carryint out pilot tests to develop curriculum units dealing with other occupational areas.

The whole approach requires a new type of course, linking classroom and out-of-school studies, with as much practical work and on-site observation as possible. It entails involving the whole community in the instructional process. Each school will be free to use its own human and material resources and the resources of the farmers and craftsmen in the community to give the pupils the best introduction possible to the opportunities for productive work.

Pupils who have completed this course of pre-occupational study should have acquired the appropriate know-how and attitudes and should be able to learn any new skills required to take up particular occupations being introduced into the area.

The provision of pre-occupational courses, though by no means a simple matter, is probably the easiest part of the various measures needed to tackle youth unemployment. What is more difficult is to provide the institutional support that will enable young people to undertake successfully productive work once they have been motivated and prepared for it.

[Cf. also abstract No. 2/B 50472, Vol. 12.]

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 54389	-	-	-	2	Germany (Fed. Rep.) 430.2

Author: -

Title: Bericht der Bundesregierung nach Par. 239 des Arbeitsförderungsgesetzes (Arbeitsförderungsbericht)

Bibliographical references: Deutscher Bundestag, 7. Wahlperiode, Drucksache 7/403, Bonn, 23 March 1973, 151 p.

Translation: Report of the federal government on application of paragraph 239 of the Employment Promotion Act (Report on employment promotion)

Subject analysis: Report on the allocation of subsidies for the promotion of training as an element in employment policy, provided for in the law of 1969 on employment promotion: allocation by type of training and category of worker; cost; forecast expenditure to 1977; other possible methods of finance.

Contents analysis

The report draws mainly on the results of four statistical inquiries, two of which were conducted by the Institute for Research on the Employment Market and Occupations (Institut für Arbeitsmarkt- und Berufsforschung, IAB) of the Federal Labour Office (Bundesanstalt für Arbeit), and on a micro-census carried out in 1970 by the Federal Office of Statistics.

1. Individual allocations to promote initial training

Year	Number of recipients	% of total persons in training	Total subsidy millions DM*
1969	140,000	10.9	78
1970	192,000	15.2	198
1971	250,000	19.6	324
1972	265,000	-	345

* 1 million DM = US$ 400,000 approx.

Future estimates: in the coming years, the number of recipients will tend to decline, chiefly because of the growth of vocational training within the education system. The estimated average yearly total of recipients if 190,000. In 1977 subsidies are expected to aggregate DM 440 million.

2. Allocations to promote further training, retraining and induction training

Year	Number of recipients	Total subsidy millions DM
1969	83,000	190
1971	288,000	1,215
1972	260,000	1,500

Anticipated cost for these categories in 1977 is DM 1,750 million.

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In 1971 the allocations were divided as follows: further training, 78%; regrading, 12%; induction training, 10%.

Characteristics of recipients. More men benefited than women. A high proportion were under 35 years of age. A substantial number had paid the levy provided for in the Employment Promotion Act [see abstract No. 2/L 93 of Vol. 9]. The number of recipients rises with the standard of education. Persons benefiting least are: unskilled and semi-skilled workers, agricultural workers (in 1971 only 2.8% of recipients) and women. Special efforts should be made in the period ahead to benefit these groups.

Aid to training institutions. Since the application of the Employment Promotion Act, subsidies granted by the Federal Labour Office have helped create 21,000 training posts, paid for 3,000 persons to take residential courses and financed the modernisation of a large number of installations. The Office has allocated about DM 500 million for joint training workshops in the next 5 years.

Vocational rehabiliation [see abstract No. 2/L 119 of Vol. 9]. Efforts in this field have concentrated on retraining. In 1971, 20% of the 11,700 handicapped who received this type of training were subsidised. In the next 5 years, DM 700 million have been allotted for vocational rehabilitation institutions, particularly for initial training.

Finance. Present financial arrangements have been criticised on the ground that a substantial proportion of beneficiaries do not pay the training levy. The statistics show that in reality the number is small. There appears therefore to be no need to change the system.

[Statistical tables]

In referring to this abstract please quote N° B 54388	Trainee Young	Sector Agriculture 1	ISCO -	CIRF 2	Country Upper Volta 662.5

Author: -

Title: L'éducation rurale et la diffusion des nouvelles techniques agricoles en Haute-Volta

Bibliographical references: Paris, Institut d'étude du développement économique et social, 1973, 169 p. (cyclostyled).

Translation: Rural education and diffusion of new agricultural techniques in Upper Volta

Subject analysis: Review of the first 10 years of the CER (centres d'éducation rurale) system of rural education: methods; evaluation of qualifications acquired by young people; critical analysis of the structure of rural education; role of the system in economic development; conclusions; statistics, diagrams, tables.

Contents analysis

[This study is one of a collection of case studies describing new practices in the education and training of young people in rural areas. It is part of research on the out-of-school education of young people in rural areas being conducted by the International Council for Educational Development (ICED) at the request of the United Nations Children's Fund (UNICEF). (This abstract deals with the broad lines and perspectives of CER.)]

In 1961, Upper Volta instituted a system of rural education using a certain number of centres of rural education (CER) set up in agricultural areas, to supplement the primary schools. The latter teach essentially an élite, mostly destined to go on to secondary school, while the CERs were created to help solve the problem of training young rural workers and involving them in the processes of rural development. The inquiry conducted at the end of 1971 was to lead to a qualitative evaluation of the Upper Volta educational system as a whole (characterised by the co-existence of the traditional primary school and the CERs) and draw conclusions on their role in rural development.

Method

The essential aim was a study in depth at village level. Two methods were followed — discussions with various interested persons (pupils, former pupils, parents, teachers, etc.) and the use of the different administrative channels to assemble and analyse in depth the principal factors affecting the success or failure of a CER in a given village, according to a series of established criteria.

Background

Educationally, Upper Volta is the most backward country in Africa. To counteract the worst consequences of illiteracy and the unrealistic attitudes of primary school leavers, the CER system was started to give

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young people the know-how needed to play their part in agricultural development. The system is intended to serve three purposes: (a) to provide compensatory instruction for those over school age who were unable to enter a primary school at age 6; (b) give literacy training for the age group about to enter agricultural employment; (c) form the basis of an agricultural training programme to raise rural productivity. It had to perform these functions in spite of a budget too meagre to fulfil the government's desire to democratise education, employment bottlenecks at secondary and tertiary level and the urgent need to raise agricultural output. Rural education is seen also as a means of keeping young people in the villages, where they should be the pioneers of modern methods of production.

Perspectives of the CER system

The inquiry showed that retention of learning is weak among CER students and that it remains weak afterwards. This weakness however is offset by a positive attitude, drive and an exceptional spirit of initiative. The primary school students have a higher retention level, but once they have finished schooling, or have dropped out, they are isolated, cut off from all contact with their rural background. Their failure tends to give them a guilt feeling.

The CERs constitute a temporary solution pending the provision of primary education on an adequate scale. Some people see in them the seeds of a unified national school where basic schooling will last 6 years and include: (a) a 4-year common literacy cycle, (b) a 2-year cycle in preparation either for active participation in centres of intensive rural education (centres d'éducation rurale renforcée, CERR) or secondary education.

After 10 years, the CER system has passed the experimental stage. Several structural and financial reforms are now needed if they are to play a leading role in the animation and development of the village. Associations of former pupils, which are something new in rural education, must receive special aid. They represent in fact the first stage in the creation of young farmeworkers' co-operatives.

However, the law treats rural education as experimental and no decision has been taken for the future.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 54308	-	Leather industry 32	-	2	France 44

Author: BONNAUD, J.

Title: Enquête dans la mégisserie du Tarn

Bibliographical references: Toulouse, Direction régionale du Travail et de la Main-d'oeuvre, Jan. 1973, 116 p. (mimeo.).

Translation: Inquiry into the Tarn light skin processing industry

Subject analysis: Study of the labour force in the Tarn light skin processing industry: development trends; basic training, training within the industry at different levels; foreign manpower and literacy. Annexes: questionnaire, classification of replies, average rate of labour turnover.

Contents analysis

In 1971 and 1972, the Federation of the Textile Industry in the south of France (Fédération des industries textiles du Sud de la France) entrusted the regional employment office at Toulouse with two studies: of the labour requirements in the textile industry in Tarn and the Ariège and the kind of training favoured by employers. This research attracted the attention of employers' associations in the leather and light skin processing industry of the region, which asked for a similar investigation to be carried out.

Background. Light skin processing has been progressively mechanised during the past 5 years and is now an industrial process. The manpower has been much reduced. Apart from supervisory staff and qualified workers required to operate machines and to perform the more delicate tasks, the industry employs mostly unskilled labour. Today, new outlets are opening up, world demand is expanding and it is feared that production may fail to respond. Personnel capable of acquiring the necessary skills and qualifications have to be sought, very often among totally untrained workers, more and more of them being foreign immigrants.

The inquiry. The study took two forms, a questionnaire covering all types of personnel in 44 undertakings and an interview with employers to acertain (a) their motives in training workers and (b) the nationalities of their labour force.

Findings

1. Training

On-the-job training is the general rule. The mass of the workers require little time to learn the job and have no need of extensive training. Employers tend to avoid training them beyond the level necessary, since workers who acquire higher qualifications are tempted to transfer to more favourable sectors.

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Full-time training outside the undertaking appeared to be universally rejected. Part-time training in the undertaking is practised virtually everywhere, apparently with results satisfactory to the employers since methods and programmes can be adapted in this way to the needs of the undertakings and, above all, a stable workforce is created.

Most employers favour basic pre-entry training for youths from 16 to 18, giving them a trade certificate (certificat d'aptitude professionnelle – CAP), so that they can benefit more from the training received later on in the undertaking. On the other hand, they have strong reservations about workers who have had only adult vocational training (formation professionnelle pour adultes – FPA) off the job even when the latter has been followed by some further training. They are particularly doubtful about periods of training organised outside the undertaking because of the fear that trainees may not return to their employers, and also because of the difficulty of relating the training given outside the plant to the actual work done in the enterprise.

2. Retaining the trained workforce

In many cases, appropriate training is still not enough to keep the worker on the payroll. Part of the workforce is composed of foreigners (in one of the agglomerations studied they constituted 27% of payroll), whose rate of turnover is much higher than that of locally recruited personnel. Especially favourable conditions must therefore be offered them, particularly as regards social conditions.

The employers consider furthermore that to add literacy training to the vocational training already being provided is going too far: better equipped linguistically, the workers would be encouraged to seek better conditions elsewhere. The employers might be able to accept the idea of a literacy programme provided it were given outside working hours and non-remunerated – with the attendant disadvantages of low motivation and limited effectiveness. The employers should be able to recuperate some of the cost of both vocational training and literacy programmes through the apprenticeship levy system.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 54183	-	-	-	2	Japan 52

Author: -

Title: Rôdôsha no kyôiku-kunren no kansuru ishiki-chôsa kekka sokuhô

Bibliographical references: Tokyo, Ministry of Labour, Vocational Training Bureau, 1973, 28 p.

Translation: Survey on workers' attitudes towards education and training

Subject analysis: Report on a survey carried out to ascertain workers' attitudes to current training patterns: methodology; findings.

Contents analysis

A study was carried out in November 1972 to ascertain workers' attitudes towards education and training. The sample comprised 3,000 workers in undertakings employing 100 or more workers in the construction industry, manufacturing, transport and communication services. The aim was to obtain guidelines for future policies in vocational training. The response rate was 78% of the sample.

The survey was carried out by means of a questionnaire which included questions relating to: training needs, actual qualifications obtained and courses attended, employers' training policies and courses provided, views on paid educational leave, course evaluation, opinions on the public vocational training centres, etc.

The replies are outlined below.

1. Of the respondents, some 42% considered that training was needed only on an intermittent basis while 49% felt it was required on a continuous basis. The reasons given were as follows: 30% felt there was a constant need for updating knowledge and/or technical skills; 26% felt that training was necessary to ensure the smooth execution of a task; 11% considered that training contributed towards job satisfaction and a sense of purpose on the job; and 8% felt that it was an integral part of any career structure and should contribute towards promotion prospects by providing supervisory and managerial skills.

2. The majority of workers (56%) had received training or carried out independent studies during the year prior to the survey. There was an even higher proportion among supervisory staff (72%) and technicians and engineers (75%).

3. The pattern of training was as follows: training provided by employers (46%); independent individual or group studies (32%); voluntary study groups at the workplace (19%); attendance at external training

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facilities (14%); correspondence courses (6%); other types of training (8%).

4. Evaluation as to the relevance of training to current employment was as follows: on-the-job training by supervisors and other senior personnel (64%); simple observation of the working methods of senior employees (35%); off-the-job training provided by employers (19%); external lectures (12%); independent individual or group study (11%); theoretical courses at secondary schools and/or the university (10%); training courses at private institutions (5%); public vocational training centres (3%); other training (9%).

5. As for workers' evaluation of the training provided by employers, the proportion of dissatisfied workers (38%) exceeded those who were satisfied (27%). The reasons for dissatisfaction included criticisms that: the training was unsystematic (47%); the training was restricted to immediate needs (27%); there was insufficient participation by trainees (24%).

6. There was a strong desire to improve the type of in-plant training given. Of the respondents, 40% wished to see an expansion of in-plant training; 28% thought that it should aim more at the long-term development of supervisory and management potential among workers; 27% thought that it should provide more assistance to independent group study circles and 21% thought there was a need for greater workers' participation.

7. As regards training policies the majority (65%) felt that participation by workers in in-plant training should be voluntary; 15% felt that the employers' role was to assist the voluntary training effort of workers. Only 10% felt that the training should be based on selection procedures determined by employers, while 3% felt there was no need for any training at all.

8. Only 35% of respondents were aware of the availability of training in the public vocational training centres, while the majority (61%) were completely unaware of such facilities. However, 49% expressed a desire to attend such courses.

9. Only 20% of respondents were in favour of the introduction of paid educational leave. Due to the format of the questionnaire the reasons behind this response are unknown.

In referring to this abstract please quote N° B 53886	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	2	USSR 47

Author:
Title:
Bibliographical references:

KOTLJAR, A.
Nekotorye aspekty zakreplenija rabočej molodeži na proizvodstve
Planovoe Hozjajstvo, Moskva, Vol. 50, No. 6, June 1973, p. 119-126.

Translation

Some aspects of the turnover rate of young industrial workers

Subject analysis

Article on the results of studies into the turnover of young workers in industry: reasons for instability; means of correcting it.

Contents analysis

In the Russian Federated Republic (RSFSR), labour turnover of workers under 30 reaches 60% of the total, whether they have received vocational training or not. The untrained may be divided into 3 groups:

(1) those who have not completed their compulsory schooling; these have difficulty in adapting, both at work and in society;

(2) those who have had at least 8 years' schooling but gained no secondary school leaving certificate; these are very ready to assimilate the elements of a trade and to improve themselves and are extremely good at work organisation and producing new ideas;

(3) those who have a secondary school leaving certificate (10th year); these are very numerous, have not been prepared for manual work and are also very demanding with respect to working conditions.

To ascertain the reasons for the high turnover rate of young workers, the Central Laboratory for Research on Manpower Resources, attached to the State Commission of the Federal Council of Ministers, carried out a study on their working and living conditions. A questionnaire was sent to 35,000 young workers in 181 industrial undertakings. It elicited 4 main reasons:

- unfavourable conditions for part-time study;
- incompatibility of the work done with the training received;
- dissatisfaction in the occupation in question;
- unsatisfactory living conditions.

It also revealed that young workers coming from full-time vocational schools have a higher rate of employment stability, while for those trained in technical colleges (established mainly to train as highly skilled workers persons who hold a secondary school leaving certificate) the rate is even higher.

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To solve the problem of turnover of young workers, it will be necessary to:

- increase the number of training institutions having timetables adapted to the requirements of shift work, thus enabling workers to undertake part-time studies;
- see that undertakings make fuller use of the abilities and training of their workers;
- improve the arrangements for transfer within the undertaking, so widening career prospects;
- step up the construction of community dwellings and workers' hostels; organise cultural and sporting activities;
- extend opportunities for vocational training in school after completing secondary education; technical colleges should be developed to train holders of secondary school leaving certificates for manual occupations and the syllabus should be expanded to include the currently most practised trades;
- intensify the preparation for working life of young people in centres combining teaching and production, which provide not only work adaptation and vocational guidance but also skills training;
- improve the placement services so that school leavers may be directed to posts in keeping with their qualifications.

[See also abtract No. 4/B 50920, Vol. 12.]

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 53843	-	-	-	2	Latin America

Author: -

Title: Guidelines for achieving maximum employment and growth in Latin America

Bibliographical references: Washington, D.C., Organization of American States, 1973, 234 p. Price: US$3.

Translation

Subject analysis

Report on policies to increase employment opportunities: magnitude of the employment gap; savings/investment to increase economic growth; human resources; redistribution of income; production factors; technical change; population and regional development. [This abstract outlines the general framework of the study.]

Contents analysis

Many socio-economic maladjustments are at present faced by Latin American countries and, in particular, the gap between opportunities for gainful employment and the size of the working population. A set of economic policy measures, if applied in a "mix" appropriate to each country, would tend to change and, in time, to reverse the recent widening of the gap in Latin America.

Such economic policy measures should be specifically oriented toward: a change toward less capital-intensive industries, the encouragement of economy in the use of capital in production methods, and the stimulation of the growth rate of output per person.

The employment gap involves a wide spectrum of social costs. Some are economic. Others relate to the psychological trauma of the person who fails to find work and would be underestimated if measured solely in terms of income not received. From the socio-political standpoint, when a high proportion of the active population is frustrated in its efforts to secure employment, a social climate capable of threatening the foundation of political and social order is created.

Over the short and medium terms, efforts to expand the demand for labour should be guided largely by the characteristics of the working-age people without jobs. The objective is to see to it that the composition of the educational and skill requirements and the geographical location of this additional demand for labour bear the greatest possible similarity to the composition of the non-employed population, especially the unemployed heads of household.

Two general methods of increasing the demand for labour are identified: raising the growth rate of output, and introducing changes in the production structure to increase the relative demand for labour. By increasing the productivity of labour, a potential is created that can be translated into higher company profits, better wages, and/or more employment.

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The distribution of this potential among these benefits will depend on the institutional relation governing the productive system, the sectoral composition of production, the regional location of production, the production techniques used and most particularly, the bargaining power of the workers already in employment and of their employers.

Consideration might be given to the establishment of tripartite prices and incomes boards to supplement the conventional redistributive instruments as a means of influencing the distribution of the "profits-wages-employment" potential that arises from increased productivity. Such boards could help to achieve the objectives of increasing the demand for labour, raising per capita income, and reducing exaggerated differences in wages in a climate of relative price stability and social tranquility.

The population increase is also a key variable as a determinant not only of the labour supply but also of the rate of growth and the distribution of income. The extent to which this growth rate can be reduced in the future will significantly affect the problem of the employment gap in Latin America.

It is obviously impossible to prescribe any one set of economic policies for common application in every country in Latin America. Differences in size, availability of resources, state of development and other factors, such as socio-political systems, are both acute and fundamental. The combination of means are many and varied and there is a vast spectrum of possible combinations. Obviously, the selection from among these is the prerogative of each country.

Accepting this, there exist aggregate policies which appear to be relatively independent of the socio-political system and can be applied in what might be called the typical Latin American country: a country with a market economy in which the state nevertheless directly controls a sizeable proportion of the resources and has authority to control indirectly a considerable fraction of the production process, especially foreign trade.

[Title of Spanish version: Lineamentos para Alcanzar el Mayor Empleo y Crecimiento en América Latina.]

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 53748	-	-	-	2	Southeast Asia

Author: -

Title: Seminar on non-formal education

Bibliographical references: Bangkok, Allied Printers, 1972, 392 p.

Translation

Subject analysis

Proceedings of a seminar on non-formal education: working papers; country reports; synopsis of general discussion; recommendations.

Contents analysis

A Seminar on Non-Formal Education was held in Penang from 11 to 14 October 1971. It was jointly sponsored by the Southeast Asian Ministers of Education Organization (SEAMEO) and the Southeast Asia Development Advisory Groups (SEADAG). Ninety participants and observers from SEAMEO member countries and other organisations attended.

Twenty-five working papers were discussed on the basis of 5 subject groups: theoretical foundation of non-formal education; non-formal education in Southeast Asia; function of non-formal education in a community; non-formal education and rural development; case studies. Eight country reports (Indonesia, Khmer Republic, Laos, Malaysia, Philippines, Singapore, Thailand, Vietnam)were submitted.

Non-formal education was defined as: "the entire range of learning experience outside the regular graded school system".

The general discussion on non-formal education covered a wide field: the problems of establishing international standards in view of the wide differences between local conditions; the role of the business sector in promoting non-formal education; the development of a strategy to link formal and non-formal education; financing of non-formal education; the need for a flexible approach in view of constant societal change; the organisation of community development programmes and the role of the Ministry of Education; relationship of formal and non-formal education systems; positive and negative values affecting cultural change; the role of religion in certain countries; the effectiveness of different types of vocational training; tele-education; vocational guidance, etc.

Despite the wide scope of the discussion the majority of delegates thought that the Seminar had managed to extract from existing national programmes certain criteria for non-formal education. The following recommendations were passed:

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- that governments of SEAMEO member countries give greater support to planning and implementation of all types of non-formal education activity and provide greater financial resources;
- that bodies be set up at national and regional levels to promote non-formal education programmes and activities;
- that efforts be made to formulate and implement training programmes for personnel at national and regional levels and to conduct research, particularly on on-going programmes in the field of non-formal education;
- that a committee, to be funded by SEAMEO, be set up to explore the possibilities of establishing machinery for regional co-operation in non-formal education;
- that the seminar paper on "Perceptions on non-formal education alternatives to formal education in Southeast Asia" form the basis of a more comprehensive survey, the results of which would be taken into consideration for future action;
- that a report be drawn up on the basis of the seminar proceedings to provide guidelines for SEAMEO member countries in the formulation of non-formal education programmes;
- that opportunities and facilities be provided to encourage the exchange of experiences between people engaged in non-formal education work in the region;
- that SEAMEO organise an evaluation team which would, on request, appraise individual projects with a view to helping the national agencies concerned operate the programmes effectively.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 53730	-	-	-	2	France 44

Author: -

Title: L'accès à la vie professionnelle des élèves sortis de l'enseignement technique

Bibliographical references: Paris, Centre d'études et de recherches sur les qualifications (CEREQ), La Documentation française, Dossier 5, Jan. 1973, 160 p.

Translation: Employment opportunities of students qualifying at technical education institutions

Subject analysis: Inquiry among students holding technical education certificates: objectives; sample; findings (continuation of studies, introduction to working life, point of entry).

Contents analysis

An inquiry was made in 1970 among technical students who qualified in 1966, to establish: employment opportunities available in different sectors, career prospects, employers' use of the potential represented by the training given in technical education, the progress of the students in the 4 years after qualifying.

The inquiry covered 600 students who had obtained one of the following qualifications at the end of a technical secondary education "long" course of 2-3 years: industrial technician certificate (brevet d'enseignement industriel — BEI), certificate of commercial education (brevet d'enseignement commercial — BEC), technician certificate (brevet de technicien — BT), higher certificate in commercial studies (brevet supérieur d'études commerciales — BSEC). Some held a higher technician certificate (brevet de technicien supérieur — BTS) obtained after two years of higher education.

The occupations covered by the inquiry were: mechanical engineering (BEI, BT), electrical engineering (BEI, BT), electronics (BT), chemicals (BEI, BT), clothing (BEI, BT), building (BT), chemical (BEC, BSEC), accountancy (BEC, BSEC).

Replies were received from 70.57% of the ex-students questioned.

Continuation of studies

Gaining a certificate encouraged the young people to continue their studies. The proportion varied according to the qualification. Post-secondary studies (particularly at the higher technician level and in university institutes of technology) were undertaken by: BEI, 30%; BEC, 43%; BT, 52%; BSEC, 49%. The proportion of girls continuing their studies in each case was approximately 50% of the boys.

Introduction to employment

The employment rate was higher for girls.

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Industrial qualifications. The percentages employed as manual workers were: BEI, 13.5, BT, 12, BTS, 2.9. Employment was mainly in: large mechanical engineering and electrical establishments and small and medium building firms (BT); large chemical firms, research laboratories and higher education institutions (BEI); equipment and machine tools for the mechanical engineering and electrical industries (BT and BEI). The percentages occupying positions in testing and quality control services or as laboratory technicians were: BT, 18.3, BEI, 29.8, BTS, 28. Very few held jobs in the category "engineering and higher technical staffs" (2.3% BTS). Only at BTS level was there a significant number of technical school teachers.

Commercial qualifications. In administration: BEC, 50% (mostly secretaries), BSEC, 36%, BTS, 28%. Accountancy: BEC, 19.4% (banks and business houses), BSEC, 10%, BTS, 13.9%. Teaching and supervision: BEC insignificant, BSEC, 23.4%, BTS, 41.5%.

In general, the inquiry showed that young persons holding technical education certificates occupy a wide range of jobs in which the specialisation required is less pronounced than the training received. The BT and BSEC holders do not enter employment at a clearly defined level (as is the case for holders of a trade certificate, certificat d'aptitude professionnelle — CAP).

The data assembled during the survey should furnish the basis for the reform of secondary technical education ("long" cycle) and the progressive replacement by a technician's school leaving certificate (baccalauréat de technicien). It could be useful also for improving methods of assessing the graduates of training institutions.

In referring to this abstract please quote N° B 53328	Trainee Migrant	Sector -	ISCO -	CIRF 2	Country France 44

Author: d'HUMIERES, H.

Title: L'alphabétisation

Bibliographical references: Personnel, Paris, No. 158, Feb. 1973. No. spécial "Deux millions de travailleurs étrangers", p. 40-43.

Translation: Literacy programmes

Subject analysis: Article on the need to teach immigrant workers to read and write; a three-phase programme: adaptability, occupational adaptation and further training; organisation of the phases; need for co-operation at all levels within the undertaking and with the trade unions.

Contents analysis

In 1969 there were one million persons in France who were not able to read or write French. A substantial proportion of them were to be found among the two million or so immigrant workers. They were also to be found at all levels of qualification: unskilled workers (41%), specialised or semi-skilled workers (34%), skilled workers and foremen (25%). This latter figure proves that, providing they have had appropriate vocational training, immigrant workers are just as capable as any others of holding jobs which demand a certain level of occupational qualification.

As a matter of justice towards the individual, and also in the interests of the host country, these workers need to be given training. Such training should be provided in 3 phases.

1. Adaptability

The purpose of this phase is to bring the immigrant workers up to a minimum standard of adaptability to socio-occupational life in France. This objective may be said to have been achieved when the foreign worker is able to: express himself sufficiently well in French so that he can cope with the normal daily living routines, understand the basic components of his new environment, mentally calculate his expenses, work out his pay-sheet, and understand the work and safety conditions within the undertaking, etc. To achieve this the people providing the training must be able to put themselves on a level with the workers. Some undertakings have already organised induction programmes for promoting this type of adaptability and their example should be more generally followed.

2. Occupational adaptation

This phase comprises the following elements: acquisition of an adequate standard of reading, writing and arithmetic in French; inculcation of the basic skills and knowledge and aptitudes needed for practical working life (in particular as regards relations with the administration); elements

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of vocational training which will give the worker a basis for a possible change in his occupation later on. This training can be given within the undertaking either on a full-time or on a part-time basis. It can also be given outside the undertaking: intensive courses during the summer, courses run in the evening or on Saturdays, paid educational leave such as provided for in the Act concerning the organisation of continuing education and training [cf. abstract No. 1/L 126, Vol. 10] and the National Inter-occupational Agreement of 9 July 1970 [cf. abstract No. 1/B 40018, Vol. 9]. To ensure full effectiveness, such training should for the most part be organised during working hours.

3. Further training

The purpose of this phase is to improve the occupational qualifications of the workers in the light of the requirements of economic growth. At this level the immigrant worker could participate in the normal streams of continuing education and training available to French workers. Provided they have equivalent aptitudes and abilities, immigrants should be able to benefit from this training on the same terms as any other worker. They could also make use of their right to educational leave with a view to taking up employment when they return to their home country.

These three phases will only have full effect if all levels within the occupational structure of the undertaking, the shop stewards and the trade union representatives understand that the different stages of training are useful and take steps to promote them. Any attempt to introduce such training for migrant workers must in any case be preceded by a planned information campaign which would, in particular, take account of psycho-sociological factors.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 53304-2	-	-	-	2	Germany (Fed. Rep.) 430.2

Author: FENGER, H.

Title: Forschungsinnovationen – neue Methoden der berufspädagogischen Forschung

Bibliographical references: Innsbruck, Institut für Berufspädagogische Forschung und Entwicklung, 1972: Inhalte, Formen, Methoden berufspädagogischer Forschung, 189 p. (mimeo), [cf. p. 122-131].

Translation: Innovations in research. New methods of studying vocational teaching techniques

Subject analysis: Paper on the limits to forecasting occupational demand: difficulties of long-term forecasts, need to base short-term forecasts on concrete data; proposed manual on occupational prospects; study of occupational mobility and interchangeability of occupations; advantage of broadly based training.

Contents analysis:

[A seminar on "the content, form and methods of research into teaching techniques in vocational training" (Inhalte, Formen, Methoden berufspädagogischer Forschung) was held at Innsbruck from 10 to 15 July 1972 under the auspices of the Vocational Teaching Techniques Research and Development Institute – Institut für berufspädagogische Forschung und Entwicklung. (This abstract and abstract No. 2/B 53304-1, Austria, both in Vol. 12, summarise two of the ten papers presented).]

It is not logical to expect manpower planners to make employment forecasts 15 to 20 years ahead when big firms plan their manpower needs for a period of 5 years at most. It is contradictory, for example, to encourage labour mobility on the one hand and the construction of individual houses on the other.

When formulating educational policy, the authorities must recognise the limits to employment forecasting and stop relying on research for decisions that entail a political choice.

Instead of merely compiling a list of occupations with and without a future, manpower planners should try to answer a series of questions. How many jobs are there at present in the different occupations? Is that number increasing or declining? Is the occupation found in several branches and economic sectors or in one only? Is promotion in it circumscribed by rigid rules or is it possible for an individual to rise? Are there precise estimates of future demand? What is the present occupational age structure? Have policy decisions been taken which may affect the future of the occupation? (for example, agricultural policy and the job of agricultural adviser, etc.).

The Erlangen Employment Market and Training Research Institute (Institut für Arbeitsmarkt- und Berufsforschung), which is an organ of the Federal Employment Institution (Bundesanstalt für Arbeit) has carried out several research projects bearing on these questions.

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1. Preparation of a manual assembling all statistics on the structure of the employment market and training presented in recent years. This manual will be somewhat similar to the American publication "Occupational Outlook Handbook" [cf. abstract No. 12/06952, USA, Vol. 3], though on a larger and more detailed scale. It will contain forecasts and information on (a) the major vocational training fields, (b) occupational groups and (c) branches of economic activity.

2. Studies on labour mobility.

(a) An analysis of the facts revealed by the micro-census of 1964 (a 1% cross-section of the working population of the German Federal Republic) showed that half the persons questioned had changed their occupations at least once and that half of those were using their previous qualifications in their new occupations.

(b) The initial results of an inquiry into the careers of 85,000 persons revealed that the adaptability of workers who have undergone vocational training is much greater than was previously thought.

(c) On the potential flexibility of the labour force, an analysis of the elements common to 500 occupations for which training is being given within the undertaking showed that many of the 500 occupations demanded substantially the same skills as were to be found in another occupation: e.g. the skill content in 16% of the jobs duplicated by 80% the skills required in another occupation; in nearly half of them it coincided to about 60% with another occupation, while in only 2% was the duplication rate less than 40%.

The inquiry conducted under 2(b) revealed that, in the opinion of the immediate supervisors, almost all the jobs studied could have been undertaken by workers who had been trained within industry for an occupation other than the job in question. This raises the question: what should be the content of a broad training which would prepare workers for holding the widest possible range of jobs? Future research should concentrate on the formulation of a generally applicable method for analysing occupations.

[See also abstract No. 5/B 42020, Vol. 10, France.]

In referring to this abstract please quote N° B 53304-1	Trainee	Sector	ISCO	CIRF	Country Austria
	-	-	-	2	436

Author:
Title:
Bibliographical references:

BERNFELD, A.
Methoden der Prognostik unter Berücksichtigung der arbeitsmarktpolitischen Entwicklung
Innsbruck, Institut für berufspädagogische Forschung und Entwicklung, 1972: Inhalte, Formen, Methoden berufspädagogischer Forschung, 189 p. (mimeo.), [cf. p. 45-68].

Translation

Manpower forecasting techniques and employment policy

Subject analysis

Paper on vocational training aspects of employment policy: importance of occupational mobility, of forecasting the changing content of occupations, of identifying qualifications common to several occupations; government measures to encourage occupational mobility.

Contents analysis

[A seminar on "the content, form and methods of research into teaching techniques in vocational training" (Inhalte, Formen, Methoden berufspädagogischer Forschung) was held at Innsbruck from 10 to 15 July 1972 under the auspices of the Vocational Teaching Techniques Research and Development Institute —(Institut für berufspädagogische Forschung und Entwicklung). This abstract and abstract No. 2/B 53304-2, Federal Republic of Germany, both in Vol. 12 summarise two of the ten papers presented.]

While the use of vocational training as a weapon of economic policy (in the fight against inflation, for example) evokes strong criticism, its use to improve the structure of the economy is accepted in all the industrialised countries. The question is: for what occupations should training be encouraged?

The changing occupational structure: forecasting manpower demand

In Austria, neither the ten-yearly censuses nor the half-yearly employment and unemployment returns made by the social security authorities provide sufficient data on the occupational structure of the labour force for making even short-term estimates of future manpower demand by occupations. In the 1972 employment market forecasts, an attempt was made for the first time to give some information on the qualificational standards of the labour force. A micro-census (Mikrozensus "Berufsweg") carried out in 1972 by the Austrian Central Statistical Office (Oesterreichisches statistisches Zentralamt) should fill this gap in part.

To this weak statistical basis must be added the fact that the forecasting of demand in the different occupations rests on false assumptions regarding the working of the employment market.

For all that, the uncertainty of the demand for the worker's skill must not be exaggerated. There tend to be more skills that are common or

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adaptable to a number of jobs than is generally thought. New occupations are of relatively little importance, both in their number and in the manpower involved. The concept of what constitutes a new occupation is itself imprecise, having as yet no standard definition. Often it means only a change in the description of the occupation or a reclassification of the code number not really amounting to a change of occupation.

For the worker's future it would probably be more to the point, and also more reliable if, rather than forecasting demand for different skills, one were to investigate the skills and knowledge required in different jobs and to group these qualifications so that training may impart skills of use in a variety of occupations. For longer term forecasts of occupations and the employment market,research, instead of studying the operations common to several occupations, should examine the elements which are common to various jobs and which would enable the worker to move without too much difficulty from one job to another.

Training for promotion

Further training should not be used only to maintain full employment but also to ensure equality of opportunity. Without squandering public funds, a system should be developed which assures everybody the chance of advancement.

Measures for encouraging occupational advancement are a major preoccupation of the Federal Ministry of Social Affairs.

In referring to this abstract please quote N° B 53200	Trainee	Sector	ISCO	CIRF	Country International
	-	-	-	2	

Author: -

Title: Long-range policy planning in education

Bibliographical references: Paris, Organisation for Economic Co-operation and Development (OECD), 1973, 391 p. Price: US$7.75; £2.60; FF 32.

Translation

Subject analysis

Report on a meeting of country representatives on educational planning: papers submitted (analyses of national systems — Japan, Netherlands, Norway); assessment of methodology and problems (Japan, USA). [This abstract deals with the general trends apparent in several OECD countries.]

Contents analysis

A summary of country reports on educational planning revealed certain general trends. The countries concerned were: Austria, Belgium, Canada, Denmark, France, Germany, Ireland, Italy, Japan, Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, Turkey, United Kingdom, United States, Yugoslavia.

Two developments are evident: (1) educational planning is assuming an increasingly operational role in national education systems; (2) there is growing specialisation in long-term planning. The OECD country programmes in educational planning increasingly deal with factors related to radical and long-term reform of educational systems.

- There is general questioning of formerly accepted assumptions: that teachers should have more power than students; that educational institutions only serve education; that receivers will be grateful to the suppliers of education; that teachers know more than their students; that one person will never work at or in more than one occupation.
- The whole focus of educational planning is wrong. It does not start with the job. It starts with people and their needs — their needs in a total living-working situation. People at all levels should contribute actively to educational reform. Future organisation of the planning process should involve extending it to new groups and levels — to regional, state and local governments, to the general and local publics, and to the teachers and students as they participate in change and innovative activity.
- Up to now, forecasting and planning have not led to a coherent picture of future developments to serve as a solid basis for plotting long-term trends in the field of education. Educational planning requires an understanding of the function of education as a part of today's social and economic change. This involves significantly deeper social analyses than hitherto and a consideration of alternative educational

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systems and processes. Extrapolation from past experience is to be avoided. It can only indicate what is unlikely to happen, not what will happen.

- Making long-range educational planning a viable instrument for social policy is a difficult but probably not impossible task.
- Individual countries recognise the need for change but give priority to different aspects: financing and cost calculations, the relationship of planning to pedagogical reform, the identification of the values and aims underlying policy plans for education, how to make education responsive to rapidly changing societies.
- The inclusion of new age groups in the educational process is seen as a central development affecting the entire structure and character of future education systems. Education beyond school age (lifelong education) and pre-school education (between the ages of 0 to 5) have become major areas of concern.
- The former preoccupation with the democratisation of higher education is increasingly being supplanted by a questioning of the value of higher education in its present form. This is reflected in structural modifications which include expansion of non-university higher education, student participation, curricula change.
- Planning is seen as an evolutionary process proceeding at changing rates, not a sudden transition from one state to a different state. A whole new approach must be worked out to establish "open" systems, i.e. with as little predetermination as possible, capable of different orientations. Experimentation is to be encouraged.
- Planning is moving towards increasingly sophisticated stages in function, social focus, value explicitness, macro-micro characteristics, and people's involvement.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 52508	-	-	-	2	Germany (Fed. Rep.) 430.2

Author:
Title:
Bibliographical references:

SCHMIEL, M.
Problemkreise der Ordnungsunterlagen für die Berufsbildung
Köln, Forschungsinstitut für Berufsbildung im Handwerk, 1972: Berufsbildung im Handwerk, Reihe A, No. 31, 88 p.

Translation

Principal problems of formulating vocational training regulations

Subject analysis

Book on the problems of drafting the regulations governing training in the artisan trades: different stages (job description, definition of material to be taught, etc.); training of master craftsmen; results, consequences.

Contents analysis

The regulations governing training in the artisan trades must ensure that trainees are able to form as precise a picture as possible on a particular trade and receive the best possible initial or further training. To perform this double task, the regulations should follow the broad principles outlined below.

1. The field to which the texts apply should be clearly defined before coming into force, and remain unchanged for some years.

2. The selection of the subjects to be taught should be done in stages: (a) identification of the operations performed in the particular trade or trades (task analysis, surveys among specialists), bearing in mind foreseeable developments in the years ahead; (b) refinement of the list of operations identified so as to obtain a basic job description for initial training (Ausbildungsberuf); this will entail in particular separating the central functions (Kernfunktion) from the marginal ones (Randfunktion), and distinguishing regular tasks, special tasks, exceptional tasks, secondary tasks; (c) completion of the syllabi by the addition of general and civic subjects, and the allocation of these among the various training institutions; (d) evaluation: criteria must be established and methods devised for checking that the correct syllabi have been selected and that it will service the desired training objectives.

3. An institution should be set up to follow the evolution of the different crafts and to update regulations when needed.

4. Information regarding the objectives of training must be complete: it should include information related both to the acquisition of mental attitudes and of behavioural patterns; this information should be available for all the trades taught, and all the training institutions concerned should have harmonised texts.

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5. To ensure the correct teaching sequence the criteria to be applied are: progression from the simple to the complex; each phase should prepare for the next; natural development of the work cycle; emphasis on related trades, etc.

6. To be of practical use to the teaching staff, the directives given in the regulations should be unambiguous, employ standardised terminology and have a uniform level of precision; in particular, certain expressions should be avoided, such as "acquire a knowledge of", "understanding", etc. Such phrases should never be used in reference to manual skills.

7. The regulations governing initial training should distinguish clearly between the job description and the subjects to be taught, and indicate which subjects are to be the responsibility of the various institutions (schools, undertakings, training workshops, etc.).

8. Where training by stages is adopted, the regulations governing initial training should be co-ordinated to form an integrated text, clearly defining each stage. Given the many different systems and the constantly changing pattern of education and training, this is a delicate task.

9. Certain other regulations call for similar treatment, notably the model syllabi for individual training workshops and group workshops which should be co-ordinated with vocational training in the undertaking.

10. Similarly with the regulations for the training of master craftsman (Meister), which should contain not only the specification of the artisan trade for purposes of the initial training but also the subjects to be taught during the specialisation stage [see abstract No. 1/B 39855 of Vol. 10: Strukturplan für das Bildungswesen]. It should be possible to meet the different needs of the wage-earning craftsman, the self-employed and the craftsman-instructor by dividing training into modules (Baukastensystem).

11. The Research Institute on Artisan Trades (Forschungsinstitut im Handwerk), the craftsmen's associations and other interested craft institutions should collaborate to ensure that the authorities responsible for drafting the regulations have the information they require.

In referring to this abstract please quote N° B 51727	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	2	Latin America

Author: -

Title: Enseñanza media, estructura social y desarrollo en América Latina

Bibliographical references: Caracas, Ministerio de educación, Dirección de Planeamiento, Departamento de documentación e información pedagógica, 1972, 61 p. (mimeo.)

Translation: Middle-school education, society and development in Latin America

Subject analysis: Paper on the impact of middle-school education on economic development: present situation; past and present educational development trends; education and urbanisation; concepts of middle-school education and their political and economic implications.

Contents analysis:

Prepared jointly by the Economic Commission for Latin America (ECLA) and the Latin American Institute for Economic and Social Planning, this paper was submitted to the Conference of Ministers of Education and Ministers for the promotion of Science and Technology in relation to the development of Latin America and the Caribbean, convened by the United Nations Educational Scientific and Cultural Organization (UNESCO) in December 1972. It analyses the development of education, in particular that of middle-school education, giving in broad outline the structure and levels obtaining in the region. A statistical and analytical comparison of the state of education — primary school, middle-school and literacy training — accompanied by numerous statistics permits drawing certain conclusions.

The expansion of primary or basic education in the more highly developed countries was less a response to the demands of industrialisation than to those of ethics, both religious and political. The more advanced countries of Latin America adopted the same policies. But the countries of Latin America have tended to develop unique educational structures: while high percentages of the population are only marginally reached by the educational system, there has been a massive growth of middle-school education, relatively independent of current development and urbanisation trends. There is a lack of homogeneity as regards both levels and types of education, with consequent serious repercussions on national economic and social development trends. Those who have benefited from this growth of middle-school education constitute a social stratum which can exert a remarkable amount of pressure on the decision-taking bodies, but their action bears no relation to the employment market situation.

In many countries of Latin America part of the general education system or secondary schooling has been declared basic education (enseñanza básica) but its contents and orientation are not very different from what

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has always been the traditional curriculum preparing for university entrance. The sciences play only a minor role, technology hardly figures at all and there is no attempt to provide practical work experience. Workshop classes tend to be no more than hobby classes. At all levels there is active opposition to manual work. Such education can only lead to the wish to continue into higher education or to take up clerical or assimilated employment. But since the employment market is unable to provide the desired number of jobs, graduates from the middle-school education system merely swell the ranks of the unemployed. For their part, the employers are compelled to demand increasingly high educational qualifications of job seekers and a vicious circle sets in.

Four trends are apparent over the past few years:

- maintenance of the three principal types of secondary education with a slight increase in over-all enrolments: (a) general leading to higher education; (b) technical and vocational preparing for employment; (c) basic education, following primary schooling, and preparing for both employment and higher education;
- maintenance of the three types of secondary education, with a large increase in enrolments, particularly in the basic educational stream;
- in certain cases there is, in addition, a tendency for vocational education to be progressively upgraded to the level of technical education leading to higher education;
- reorganisation of the whole system by the introduction of basic education which includes primary education and part of secondary education; or the division of secondary education into two cycles.

Lack of homogeneity in education is likely to have far-reaching political and economic consequences. One whole sector of the population, if left illiterate or given only a smattering of education, will almost certainly remain on the fringe of the productive society and be a prey to political domination. At the other end of the structure there will be a group of young people with a good level of education, politically alert and highly intelligent but unable to transmit their ideas to the other group because of the wide social and cultural gap that separates them. Educational polarisation will thus be projected in the political area, to be accepted by the one sector and rejected by the other. The nature and content of middle-school education therefore become increasingly important to both political stability and economic growth.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 55772	Young	-	-	3	United Kingdom 42

Author: MERTON, B.

Title: Community care for school leavers

Bibliographical references: Industrial and Commercial Training, Guilsborough, Vol. 5, No. 8, Aug. 1973, p. 385-390.

Translation

Subject analysis

Article on the issues involved in the transition from school to work: some fundamental questions concerning the value and nature of work as well as the purposes and methods of education; need to identify the training requirements both for young people and for the adults responsible for them.

Contents analysis

The transition from school to work is infinitely more complex than the provision of sufficient and appropriate job opportunities for young people. For this reason, the Community Project Centre (CPC) in Cwmbran decided to set up a working party to study the latent aspects of the transition from school to work. The working party was set up in 1972 and included representatives from education, industry and community services. It held monthly meetings over a 6-month period and discussions took place with young people at school and at work in order to compare their opinions with those of the adults responsible for them.

The findings revealed two essential training needs: (1) adults need to learn how to exercise their authority more creatively, and (2) young people at school and at work need to learn from adults how to cope with their new social role.

Findings and conclusions

1. Problems must not be confused with symptoms. In the transition from school to work it is often assumed that the problem resides in the young people because it is they who show evidence of symptoms — absenteeism, irresponsibility, poor work performance, etc. However, the difficulties young people experience are closely bound up with those of their teachers, trainers and supervisors.

2. What is seen as behavioural maladjustment in school and factory will persist unless certain behavioural processes are open to examination, particularly the exercise of authority. How this authority is conceived, applied and experienced is probably the central problem of those in authority and those under their charge.

3. The first step is to disassociate the concept of leadership from individual charisma. Such a view is potentially dangerous and fosters over-dependence on an individual, whose removal could threaten the group with disintegration.

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4. Respect has to be earned and people in authority need the consent (and authority) of those over whom authority is to be exercised. This means that the conditions upon which consent is to be given or withheld have to be examined, if not negotiated.

5. Leadership should be seen rather as a function than as a particular quality or characteristic. The function that leadership serves is to manage the relations between a particular institution and its environment to ensure that the institution's primary task can be done. If the primary task of the secondary school is to produce educated, responsible young adults, then the function of school leadership is (1) to ensure that the task is defined and understood and (2) to manage the school-environment interaction to ensure that this can happen.

6. Effective management allows for the growth of leadership potential. In schools this means providing opportunities for young people to take and question decisions that affect them even though they are in a highly dependent situation.

7. This, in turn, requires identifying boundaries, roles and responsibilities which are accepted by the group. If this is not done the group will not give its consent to be led.

8. Adults responsible for the education and growth of young people therefore are accountable towards both those who employ them to teach or supervise and those whom they are employed to teach or supervise.

9. Schools and undertakings should co-operate to devise, implement and evaluate improved programmes designed to prepare young people for work. Such programmes should go beyond conventional work experience and observation schemes. The distinction between school and work should be reduced as much as possible. Preparation for work should be a continuous educational programme and should not be regarded as a school-leaver's course and/or an induction programme for new employees.

10. If young people are to act with greater responsibility they must have opportunities to be responsible and they need appropriate and adequate information. They require to discover for themselves as much as they can about the value-system, social organisation and decision-making processes that operate within the institution.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 54997	-	-	-	3	Latin America

Author: ARNOVE, R. F.

Title: Education and political participation in rural areas of Latin America

Bibliographical references: Comparative Education Review, Ohio, Vol. 17, No. 2, June 1973, p. 196-315.

Translation

Subject analysis

Article on the relationship between schooling and political development, with particular reference to rural populations: contribution of schooling; the need for a new system of rural education based on developing the community; the socio-political constraints.

Contents analysis

An education system can stimulate political participation of the community as a whole by developing in individuals the competencies, self-concepts, knowledge, values and world views which enable them to understand and contribute to the formulation of the political system. However, traditionally, the educational and social systems in Latin America have denied the majority of citizens the competencies and opportunities for such political participation.

This has been particularly true in rural areas, where the general tendency within rural schools has been to deny learner-initiative or group activity and where the average duration of formal schooling is two years. Furthermore, the rural curriculum as such tends to be oriented towards urban values which have no relationship to rural realities. This reinforces constraints to acquire an academic education and those few who manage to acquire a secondary education leave for the cities, thus depriving the countryside of potential leaders.

Educational reforms currently being proposed are unlikely to make a substantial contribution to rural development. In countries where only a small percentage of the population completes primary education, educational planners often propose the extension of the primary education period. Such proposals are unlikely to be fulfilled under present social, political and economic conditions.

Basically, socialisation implies shared responsibility between school, family and other social institutions. The special role of schools in socialisation would consist of preparing pupils for participation in more comprehensive, national systems of values, loyalties and shared obligations; developing skills and social norms relevant to working within formal organisational settings; providing tools of analysis for understanding social causation. The family, peer groups, and secondary agencies of socialisation, such as religious organisations, would

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continue to assume primary responsibility for the development of self-concepts, belief systems, ethical precepts, and social identities.

A future scenario incorporating these ideas would be one in which every rural child was guaranteed a minimal education (e.g. 3 to 5 years) which could be made available on a discontinuous basis over a number of years (e.g. between the ages of 7 and 18), so that individuals could attend school when they were free to do so. In addition each family or schoolchild would receive entitlements to educational materials as well as nutritional and health services, and to a number of months or years of occupational training and subsequent employment in the various agrarian reform projects, extension services, and industrial training organisations.

One type of institutional arrangement to facilitate the delivery of these different services to rural populations would be "rural development centres". Health, educational, nutritional, extension, credit and community action programmes could be co-ordinated by these centres.

A further tool which could be of use to those interested in promoting rural development would be the construction of a matrix. On the vertical axis would be a list of basic skills, information, attitudes and behaviours that would enable individuals to participate more effectively in different social roles (e.g. community member, member of the labour force). On the horizontal axis would be a list of the major agencies — one of which would be schools — working in the rural areas to impart requisite knowledge and competencies. This matrix would facilitate a matching up of agencies with the achievement of desired learning outcomes.

Given the magnitude of the problem and the general failure of past approaches to rural education, such alternative strategies merit testing on an experimental basis. This said, however, without fundamental political change education systems can contribute little to increased individual and community participation in the formation of their society.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 54289	Young	Education 931	- 	3	Europe

Author: GEMINARD, L., JANNE, H.

Title: The educational needs of the 16-19 age group

Bibliographical references: Strasbourg, Council of Europe, Council for Cultural Co-operation, 1973, 70 p.

Translation

Subject analysis

Report on the themes considered at a conference to discuss the educational needs of the 16-19 age group: socio-cultural characteristics; quantitative aspects; educational opportunities; current educational trends; teaching methods; technical and vocational education; statistics.

Contents analysis

"The educational needs of the 16 to 19 age group" was chosen by the Seventh Conference of European Ministers of Education (Bruxelles, 8-10 June 1971) as the main theme for the Eighth Conference (Berne, 5-7 June 1973). This report reflects the main points discussed at the Berne Conference. [This abstract deals only with the chapter on technical and vocational training, cf. p. 47-49.]

There is a general trend to bring together technical education and general education, and to delay commitment to a specialised section of vocational training. Changes in the nature of jobs will have an important bearing on whatever educational arrangements are adopted and these arrangements will, in turn, depend upon the satisfactory analysis of jobs and occupational functions. This analysis involves economic, financial and technological factors, as well as the aspirations of social groups.

The first stage is to determine levels of competence. This requires the observation and description of processes of industrial design and production. This description should provide a guide to "critical" areas. The usual job analysis methods are inadequate for such a purpose and it is highly likely that such observation will call in question the levels of vocational training that are still generally accepted.

Once these critical areas have been established the next stage is to determine, by means of systems analysis and content analysis, the various levels of competence and the structure of competence, i.e. qualification profiles for given functions in various occupational sectors.

Although based on a common core of knowledge and skills, such qualifications will undoubtedly vary according to economic sector or individual undertaking. However, the initial training system can hardly be expected to cater for these variations. It is therefore the common core that will be taught in schools, resulting in an acquired qualification.

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If, between the study of qualifications required and the initial output of acquired qualifications, economic and technological changes have transformed methods of production, the unsuitability of the initial training will be considerable. This means that the discrepancy between qualifications acquired and required, in terms of time and economic and technological change, must be taken into account.

As regards defining levels of competence it would seem preferable to define them in relation to technological aims rather than in relation to wage differentials. For example, studies aimed at providing theoretical and practical knowledge of civil engineering and town planning would have levels defined in relation to problems which concern the design and construction of buildings.

Such aims are utilitarian and are not concerned with the traditional concept of knowledge for its own sake. However, it is no longer certain that utilitarian objectives are of less value than other previously accepted values.

Satisfactory links between vocational training and general education have yet to be established. Several arrangements are contemplated:

- incorporating vocational information and practical technological work in general education courses; increasing the time spent on general subjects in vocational courses;

- instituting general courses that are technological as opposed to "technical" (i.e. courses based on a techno-scientific field); this would be followed by purely technical training as a preparation for employment.

Whatever arrangements are adopted should provide a means of continuous training, especially since the disharmony between the educational system and the needs of the economy is inducing industry to operate its own educational and training system.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° L 227	-	-	-	4	Bulgaria 497.2

Author: -

Title: Vremenna naredba, No. R-14 za red , načina i uslovijata za pridobivane na razredi i stepeni na kvalifikacija na rabotnicite ot vsički otrasli na narodnoto stopanstvo

Bibliographical references: D"rževen Vestnik, Sofija, No. 1, 2 Jan. 1973, p. 1-2.

Translation

Decree No. R-14 establishing the classification levels and the procedure and conditions for admission to the various categories for workers in all sectors of the national economy.

Subject analysis

Ministerial decree setting out the instructional and training requirements of different categories of workers: organisation of the examinations for promotion to a higher category in the qualifications and wages scale.

Contents analysis

The decree lays down three qualification levels, related to the vocational training received:

1. First level, corresponding to categories 1 and 2 in the qualifications and wages scale, covering workers with a lo"" level of skill, who have followed some training courses or, exceptionally, received individual or group training in the undertaking.

2. Middle level, embracing categories 3, 4 and 5 of the scale. Workers must either have received the appropriate level of training in a vocational school or in a polytechnical secondary school, in the last case with the award of a recognised workers' qualification.

3. Higher level, corresponding to category 6 and above. Training must be equivalent to that given at a secondary vocational school, at a vocational school or at a polytechnical secondary school. In the last two cases training must be supplemented by a course for highly skilled workers.

To be regraded, the worker must follow an appropriate course and pass theoretical and practical examinations. To take the examination, he must have worked at least one year in the lower category — to pass from the 5th to the 6th, at least two years.

Workers with a recognised qualification in a given category may be employed in that category without previous experience (minimum years of work). Persons apprenticed by undertakings may be classed as 1st category workers on completion of their apprenticeship without passing an examination.

Provision is made for transitional procedures to regularise the position of workers holding posts in given categories before the decree entered into force.

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The examinations for classification in one of the categories on the qualifications and wages scale are organised by examination boards nominated by the director of the local Centre for Vocational udies (profesionalno-učeben cent"r) or by the manager of the undertaking. The chairman is the head of the Methods and Organisation section of the centre or the works manager of the undertaking. Members include: the teacher of the course leading to the qualification in question, a specialist (engineer or technician) in the undertaking, a representative of the union committee (profkomitet v predprijatieto), a representative of the youth organisation and an outstanding worker chosen from among the innovators in the organisation concerned.

The training syllabi and examination subjects are decided by the ministries and ministerial departments in the various sectors, in agreement with the central trade union council. The examination includes theoretical and practical tests.

Upgrading of a worker from one category to another requires a proposal by his immediate superior with the agreement of the head of the "work and remuneration" service, taking into account available jobs. The worker who has passed the examination but for whom there is no immediate opening in his new category is given priority in allocation of appropriate posts. New recruits must be allotted jobs corresponding to their qualifications.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N°B 55728	-	Construction 5	-	4	Australia (Victoria) 94

Author: -

Title: Report on manpower training needs in the building and construction industry

Bibliographical references: Victoria, Victorian Building and Construction Training Committee, Sept. 1973, 41 p.

Translation

Subject analysis

Report on a survey carried out to identify training needs in the building and construction industry: methodology; patterns of employment; recruitment and training; evaluation of training; conclusions and recommendations.

Contents analysis

A survey was carried out to ascertain the training requirements of the building and construction industry. Information was sought on activities of undertakings; manpower composition and trends; training patterns; persons responsible for training; future training requirements.

The survey was conducted throughout Victoria between October and December 1972 and a mail questionnaire was sent to a sample of 1,631 undertakings. The response rate was 22%. Follow-up interviews were carried out with 77 respondents.

Firms were classified as to whether their main business was principal contractor or sub-contractor. A further classification covered type of work: civil construction, dwelling construction, industrial and commercial building, building maintenance, general building.

Findings and conclusions

The survey revealed an industry in which the typical employer's approach to training was not systematic and difficulty was encountered in finding technically qualified employees at all levels. Shortfalls have caused untrained or persons from other industries to be employed to supplement the trained personnel available.

The industry will continue to suffer restrictions to its growth and efficiency due to shortages of trained personnel unless remedial action is taken to:

- train those persons in the industry who are untrained or inadequately trained;
- recruit and train sufficient numbers of apprentices;
- introduce means of training which respond quickly to the introduction of new techniques.

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To improve training, attention must be devoted simultaneously to: (1) the introduction of planned systematic methods of training; (2) the training of those who train others; (3) the training of management staff and skilled workers; (4) the recruitment and training of adequate numbers of apprentices.

The following recommendations were made:

- There is a need to create training consciousness throughout the industry. The Victorian Building and Construction Training Committee should be formalised by the Government so as to strengthen its activities in the field of training and with regard to the implementation of its own training recommendations. The setting up of training committees by industry associations is to be encouraged, as is the participation of employers and trade unions in promotional activities related to developing training consciousness. A campaign should be started to encourage management responsibility for training.

- Priority should be given to providing pedagogical training for those with the responsibility for instructing others.

- There should be analysis of the specific training needs of each job category followed by the development and introduction of appropriate training programmes. The Committee should supervise the development of training material which may be used by employers to provide systematic training.

- Closer liaison should be established with external training authorities as regards the provision of theoretical training courses and the dissemination of information about such courses throughout industry.

- Each employer must train greater numbers of specialist staff such as estimators and design staff to ensure that there is an adequate future supply of such employees. Given adequate training, employees from outside the industry can supplement existing sources.

- Government, employers' associations and trade unions must accept joint responsibility for ensuring that adequate numbers of persons are properly trained to perform their particular tasks in the industry. In accepting responsibility Government must recognise the need to provide adequate facilities for technical and tertiary education related to the needs of the industry. It must also support training activities within industry, particularly through providing subsidies.

Statistics, graphs, bibliography.

[See also abstracts Nos. 1/B 47799, Vol. 11 and 4/B 54390, Vol. 12.]

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 55248	Adult	-	-	4	Poland 438

Author: NOWACKI, T.

Title: Funkcje oświaty zawodowej dorosłych

Bibliographical references: Kwartalnik pedagogiczny, Warszawa, Vol. 18, No. 2, April/June 1973, p. 39-59.

Translation: Functions of adult vocational education

Subject analysis: Article on the different functions of adult vocational education as determined by the relationship between the preparation received by the worker and the requirements of his job.

Contents analysis:

The relationship between the preparation received by the worker and the requirements of his job determines the functions which adult vocational education should perform in its different forms (evening classes, correspondence schools, training periods in undertakings, etc.). There are four such functions.

1. Adaptation. This is a major function where the workers concerned are considered to have received appropriate training for their jobs, but still need to accustom themselves to the equipment used, which very often differs from that on which they were trained; this is particularly the case with young workers coming from vocational schools. To work satisfactorily and attain the productivity levels expected in the undertaking, they must adapt their skills and knowledge to new situations peculiar to the undertaking. Training given as part of adult vocational education during this period of adaptation concentrates on works' practice. The object is to familiarise the worker with the technology and methods of the undertaking.

2. Related instruction. Such training is required where the undertaking is obliged by shortage of personnel to recruit workers insufficiently trained for the job. This often occurs where undertakings are set up in regions hitherto under-industrialised. The purpose is to strengthen the qualifications of the workforce as a whole by improving their knowledge and skills in plant schools and in various further training courses, culminating in recognised examinations.

3. Updating. This is imposed by modernisation of plants and production processes in order to keep abreast of new developments. Workers are faced by changes which call for new occupational skills. To enable them to update their qualifications, branches of specialised technical institutions are currently being established in the larger undertakings. This however cannot benefit all the workers affected. Each individual,

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therefore, must cultivate an understanding of the need to expand his scientific and technical knowledge by self-instruction. To encourage such personal initiative management must make available all the necessary facilities — reading rooms, libraries, laboratories, conference rooms.

4. Initiative training. This should be provided for workers whose preparation exceeds the needs of their jobs. They will then have the possibility of introducing improvements into production processes and industrial installations. Such workers should be encouraged by the organisers of adult vocational education to improve their skills and knowledge by their own research activities, technical inventions, better work organisation and innovation, activities from which the undertaking also gains.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 54837	Woman	-	-	4	Germany (Fed. Rep.) 430.2

Author: RATSCHLAG, A.

Title: Der Anlernberuf als Ausbildungsberuf für Jugendliche

Bibliographical references: Köln, Forschungsinstitut für Berufsbildung im Handwerk an der Universität Köln, 1972: Berufsbildung im Handwerk, Reihe A, No. 32, 255 p.

Translation: The semi-skilled occupation: systematic training for adolescents

Subject analysis: Book describing research concerning semi-skilled occupations in the German Federal Republic: origins and history of this training sector; questionnaire to ascertain if the training system is sound. [This abstract is limited to the questionnaire.]

Contents analysis

As part of a study of short apprenticeships (maximum 2 years) for semi-skilled occupations (Anlernberuf), a questionnaire was prepared to discover: (1) the age, schooling and social background of the apprentices, (2) their reasons for choosing semi-skilled work, their views on training at the workplace and at school, their future intentions.

The object was to ascertain if such apprentices constitute a homogeneous group characterised by lack of aptitude for study, and if the special regulations for this type of training should be continued.

Method

Because of the heavy concentration of short apprenticeships in a small number of occupations (employing a high proportion of women), the study was limited to the chief occupations. It was conducted by means of a census in the urban district of Köln. The information obtained is representative of short apprenticeships in Köln and to a large extent in other big towns. The questionnaires were completed in groups, during the courses at the vocational schools.

The respondents (754) were divided by occupational category as follows:

Clerical workers	506 (67%)
Garment workers	114 (15%)
Photograph printers	78 (10%)
Pharmacy assistants	56 (8%)

Principal results

- Young people choosing a short apprenticeship do not apparently constitute a homogeneous group distinguished by weak aptitude for study and lack of interest in training. Their educational standards would have enabled them to follow a full apprenticeship. Their choice was not determined by a desire to earn a living quickly.

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- Almost all the apprentices, even the girls, were convinced of the need to acquire better qualifications. For most of them the choice of a short apprenticeship was not voluntary, being rather a compromise, following more or less strenuous opposition to longer training from parents or from employers.

- Contrary to what was expected, most of the apprentices (62%) expressed satisfaction with training within the undertaking, even where, as in small enterprises, training conditions were below standard. On the other hand, comments on the vocational school were generally detrimental, the more so the higher the apprentice's educational level.

- The theory that short-term apprentices have limited ambition was not confirmed, either in family matters or in their careers. A high proportion were taking or intended taking courses (particularly the clerical workers and pharmacy assistants) and evinced a very keen desire for advancement.

Implications

The results confirmed the need for reforming the organisation of short apprenticeships. The aim should be a system of training by stages, as envisaged in paragraph 26 of the Vocational Training Act [see abstract No. 1/L 88-1 of Vol. 9]. The short apprenticeship should be the first stage of basic training. To correct the narrow scope of most semi-skilled occupations, the training programmes of related occupations should be co-ordinated. For example, semi-skilled clerical work and a number of skilled commercial occupations could have the same basic training stage [see abstract No. 4/B 35565 of Vol. 9]. The chief advantages would be the broadening of basic training, an increase in the range of skills acquired and an opportunity for persons taking short apprenticeships to progress to the level of fully skilled worker.

[Questionnaire, list of semi-skilled occupations]

In referring to this abstract please quote N° B 54618	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	4	Australia 94

Author: -

Title: Manpower training needs of the retail motor industry

Bibliographical references: Melbourne, The Australian Automobile Chamber of Commerce, July 1973, 50 p.

Translation

Subject analysis

Report on a survey carried out to identify training needs in the retail motor industry: methodology; objectives; patterns of employment recruitment and training; conclusions; recommendations; statistics.

Contents analysis

As a first step towards greater training consciousness within the industry, a survey has been conducted by the National Training Committee of the Retail Motor Industry, with assistance from the Department of Labour. The retail motor industry covers the entire motor industry except for manufacture of new motor vehicles and of parts and accessories.

The purposes of the survey were to: (1) determine the present composition of the workforce and sources of recruitment; (2) ascertain changes in the labour force which have a bearing on training in the industry; (3) assess the extent and nature of training in the industry; (4) outline a plan of action to meet the industry's training needs.

The survey was conducted between September and December 1972. The firms surveyed (N = 601) were selected from the major retail motor organisation in each State. The total number of employees in firms surveyed was 16,789 and the survey related to 27 job functions. The mail questionnaires sent to each firm were supplemented by 139 selected follow-up interviews.

Conclusions

1. 70% of the responding firms employed 20 or fewer persons. It is therefore unrealistic to expect many firms to implement extensive internal training programmes.

2. The most common activities were: mechanical servicing, parts and accessories, used vehicles sales and service station operations. Training applicable to these activities should therefore be of relevance to the industry as a whole. Rural undertakings were more diversified than those in urban areas.

3. Due to the variety of activities management training should be geared towards multi-activity operations.

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4. An estimated 12.5% rate of expansion of the industry was anticipated for the 2-year period 1972/74. The greatest expansion was predicted in skilled trades and sales.

5. Approximately 50% of all firms employing skilled workers also employed apprentices in the same trades. Management had divided opinions as to the usefulness of the apprenticeship system.

6. A shortfall in skilled workers was predicted within 2 years. If the demand for skilled workers is to be satisfied, management must be convinced of the benefits of apprenticeship.

7. Managers and supervisors were generally recruited from within the undertaking, but few received any training. There was a management training need in the specialised techniques applicable to small business and workshop management.

8. Labour turnover was high and recruitment difficulties existed for all job categories, but were particularly significant for skilled workers and salesmen.

9. Size of firm was a major factor contributing to the presence or absence of training. An estimated 33% of all firms had no systematic training arrangements. The incidence of full-time training specialists was negligible. Training was generally given by part-time instructors with no training in instructional techniques.

Recommendations

- Training courses and programmes need to be oriented towards the needs of the small firm. Particular emphasis should be given to management/supervisory training.

- A campaign should be conducted to promote training consciousness in the industry. Emphasis should be placed on the role of training in reducing recruitment difficulties.

- Improved selection procedures should be developed to counteract high labour turnover.

- Training staff should have received pedagogical instruction and be able to initiate and implement a planned approach to training. Trainers should also be responsible for the continual assessment of manpower requirements and training needs.

- Apprentice training should be organised on a systematic basis with dovetailing between the theoretical and practical training. A range of standard job breakdowns should be made available to those carrying out instructional duties in the industry.

- A series of short modular courses should be developed to meet the requirements of the various job categories. These courses should be so designed that they can be adapted to the needs of individual firms.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 54391	-	-	-	4	United Kingdom 42

Author: PEACE, A.G.

Title: Dying crafts

Bibliographical references: Education and Training, London, Vol. 15, No. 7, July 1973, p. 253-254.

Translation

Subject analysis

Article on the falling demand for day-release craft courses and the subsequent need to rethink craft training practices: proposed new structure in which basic training is given within educational institutions instead of industry.

Contents analysis

There are three major problems associated with the present organisation of off-the-job craft training organised on a day-release basis in technical colleges.

1. Basic craft courses given by the technical colleges are becoming less attractive to both employers and trainees because they are concentrating increasingly on theory and general education.

2. The financial incentive of the training levy established under the 1964 Industrial Training Act is being reduced [cf. abstract No. 2/B 52472, Vol. 12], the duration of apprenticeship is being shortened and wage rates are rising.

3. The development efforts of technical colleges have concentrated on post-craft courses to the detriment of basic craft courses.

If this state of affairs continues, the consequences will be a continuing drop in the number of apprentices and other workers given day-release and the practical elimination of day-time craft courses in many vocational schools and colleges. At the same time there will be increasing pressure on technical colleges to re-start evening courses for those over 18 years old.

These inter-related factors require a rethinking of the whole structure of initial skill training. Certain fundamental principles should form the basis of future action. Firstly, skill training should be separated from the current practice of determining how much the employer and the employee can pay for it. Second, there is the need to accept that the acquisition of a skill is as vital to the individual and the community as learning to read and write. Thirdly, there should be continued acceptance of the need for additional technical education and training beyond basic levels for those who show themselves able to profit from it so as to maintain a pool of superlatively qualified craftsmen with potential for promotion.

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The acceptance of these principles would effectively do away with the myth that technical education and training are different things. This, in turn, leads to a questioning of the logic which requires that industry pay for and organise the skill training of a machinist, but that the State should pay for and organise the skill training of the design engineer.

An appropriate solution in this respect would be the creation of a tertiary education system with full-time vocational courses given parity with academic courses. Given a sufficiently large student population per institution, it would be possible to offer a wide choice of subjects. At the end of a 2-year course a basic level of skill could be achieved which would have no dependence upon the various variables which affect standards at the present moment, e.g. the fluctuating employment market, the employer's view of the importance of training.

Under the proposed system, employers would either be relieved of the payment of wages for the first two years of what is now apprenticeship, or they would continue to take on apprentices as at present and send them to college for two years. If employers recruit from the colleges at the end of the initial training period, it is suggested that they pay a premium to the college for each boy recruited. These funds could be used to pay equivalent grants to non-industry sponsored students. In any event, industry would save the cost of maintaining and operating initial training and the industrial training boards could collect an appropriate levy from which grants would be paid to local education authorities on a per capita basis. In matching output to demand the advice of training officers and employers in the area would need to be sought each year by colleges in planning their programmes.

In this way the system could be unified so that the State clearly exercises responsibility for initial training but the costs continue to be shared with industry in a way not dissimilar from the present system.

However, no new system of initial training based on formal institutional training will succeed unless it can train at competitive costs. If industrial training on industrial premises costs £x per hour, then that figure should be a maximum for the same training in an educational establishment.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N: B 54390	-	Restaurants, hotels, etc. 63	Hotel, catering etc. worker 5-0 to 5-3	4	Australia 94

Author: -

Title: Manpower and training needs survey: hotels, catering and accommodation industry

Bibliographical references: Melbourne, National Training and Manpower Survey Committee, 1973, 45 p.

Translation

Subject analysis

Report on a survey carried out to identify manpower and training needs in the hotel and catering industry: methodology; manpower information; training practices; training priorities; conclusions and recommendations.

Contents analysis

A survey was carried out to study manpower and training needs in the catering and accommodation industry in Australia. The criterion for inclusion in the survey was the employment of persons providing food, beverages and accommodation services. The survey therefore covers hotels, motels, restaurants, clubs, hospitals and other catering organisations.

Specific objectives were to: (1) obtain an indication of the present and future manpower structure in the industry; (2) ascertain the existing training practices; (3) provide guidelines to overcome any deficiencies in either manpower requirements or training practices.

The survey was organised through industry associations and a mail questionnaire was sent to a sample of 2,000 establishments which were members of the various industry associations involved. The response rate was 40% but only 725 questionnaires were suitable for analysis; 125 follow-up interviews were carried out.

Findings

The survey revealed an industry characterised by a high rate of labour turnover, a higher proportion of female workers and a lower proportion of young employees and full-time workers than in the over-all workforce. The typical employer's approach to recruitment was not systematic and difficulty was encountered in finding qualified and experienced staff at all levels. Training facilities were chiefly confined to the larger establishments. However, there was a general awareness that benefit could be gained from improved training arrangements and that some form of central representative body was necessary to be responsible for organising training within the industry.

The following recommendations were made:

- That investigations be carried out into the development and implementa-

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tion of training programmes by which casual and part-time employees can be quickly and successfully trained.

- That a placement and basic skills training service be established on an industry basis and instructional materials be developed for use throughout the industry.

- That guidelines for recruitment and selection procedures be established on an industry basis, and that training programmes for management in staff selection and induction training be developed.

- That an industry-wide campaign be developed to promote career opportunities for young people within the catering and accommodation industry, together with a campaign to promote training consciousness. The latter should link job satisfaction and increased efficiency.

- As most on-the-job training is informal, short courses in the techniques of instruction should be developed for those with the responsibility for instructing others.

- That more effective liaison be established between the industry and educational institutions, and that an investigation be undertaken as to the industry's requirements for external courses.

- That a series of short modular courses be developed to meet the needs of the various job categories throughout the industry.

- That wherever possible full-time training officers and qualified trainers should be employed by undertakings and means devised to ensure training in small establishments.

To implement these recommendations the National Training and Manpower Survey Committee should be broadened into an on-going National Training and Manpower Committee, representative of all major sections of the industry and covering employers, employees and educational institutions. Similar committees will be required at a local level. In addition, major industry associations should appoint manpower development officers. Where appropriate the resources of such officers should be used on a co-operative basis between several associations.

[See also abstracts Nos. 1/B 47799, Vol. 11, and 4/B 55728, Vol. 12.]

In referring to this abstract please quote N° B 54369	Trainee Young	Sector -	ISCO -	CIRF 4	Country Europe

Author: GEMINARD, L.

Title: Technical and vocational education

Bibliographical references: Information Bulletin, Council of Europe, Strasbourg, No. 1, April 1973, p. 39-47.

Translation

Subject analysis

Article on the gap between acquired and required qualifications: redefinition of skill levels and qualification profiles; examination of a forecasting model for technical and vocational education; recommendations in respect of technological education.

Contents analysis

Because of technological mutations people holding technical and vocational qualifications often find difficulty in fitting into the industrial sector. Their training does not correspond to the work they are expected to do. There is a need to modify such training and define the new package of knowledge and skills demanded by current trends. Should technical and general education continue to be given side by side, or should they be integrated?

Before this question can be answered, agreement has to be reached on the new knowledge and skills required. Furthermore, an analysis of jobs, functions and tasks should not be based on reward hierarchies, but on levels of skills and the development of skills.

These observations lead to a major rethinking of generally accepted vocational training levels and qualification profiles required for a job which would depend on several factors. However, there will probably be a gap between acquired qualifications and required qualifications, due to the passage of time and technological and economic changes in manufacturing methods. There is therefore a need to design a system for the study of production methods which will influence the training system. Any definition of skill levels must be related to technological objectives.

Recommendations in respect of technological education

Taking into account the general framework of technical education [cf. abstract No. 1/L 128, Vol. 10, France] and the fact that vocational training is oriented towards employment, the short-term possibilities for the technical secondary schools would seem to be to reinforce the trend towards technical school-leaving certificates designed with a view to technological education rather than vocational training.

The streams in the vocational schools (collège d'enseignement technique — CET) leading to the vocational certificate (brevet d'études

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professionnelles — BEP) and the trade certificate (certificat d'aptitude professionnelle — CAP) could then be strengthened so that pupils might follow courses of technical training leading to a technician's qualification. These pupils would remain at school at least one year longer than those going direct into secondary school classes to study for a school-leaving certificate in the technical stream. This would be a first step towards introducing the idea that study for an occupational qualification should not be measured by the same time-scale as general education. Such a change in attitude would pave the way for the acceptance of lifelong education and training. With this in mind the vocational schools might be renamed "technical secondary schools".

Looking at the longer term, provision should be made for a more flexible approach to technical and technological education since the present qualification levels no longer have any meaning at all.

In these circumstances, one possibility would be to keep only one stream of technological education leading to the level now attained by university institutes of technology (Instituts universitaires de technologies — IUT) and carrying out more precise areas of technical training at the end of the course. From 15 years of age onwards, this stream would include various entry and departure points. Each leaver would go on to follow a suitable course of vocational training.

At this stage, the "vocational secondary school" and the "technological secondary school" would then be merged with the technological training streams with specified technical departure levels.

Looking further ahead, it is conceivable that the technological education stream will be a branching network of the scientific stream with technical training starting at each departure point. Lifelong training will then appear quite naturally as a relatively comprehensive integration of productive activities and training activities.

Vocational schools and technical secondary schools should already be regarding themselves as "open establishments", serving not only the world of industry and commerce but also of university centres and engineering schools, so that the teaching staff may be able to cater more fully for the increasing interdependence of the physical sciences and technical testing, observation and application.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 54234	-	Construction 5	-	4	Brazil 81

Author: -

Title: Mão-de-obra na construção de edifícios no Estado da Guanabara

Bibliographical references: Rio de Janeiro, Fundação Getúlio Vargas - Centro de Estudos e Treinamento em Recursos Humanos (CETRHU), 1972, 113 p.

Translation

The labour force in the building industry in the state of Guanabara (Rio de Janeiro)

Subject analysis

Book on the results of a survey in the building industry: surplus unskilled manpower coming from rural areas; current vocational training practices; on-the-job training; outcome of school-based vocational training.

Contents analysis

At the request of the former Industrial Training Division of the Ministry of Education, the Getúlio Vargas Foundation carried out a survey in the building industry with the aim of studying the composition of the labour force, its distribution by category of worker, current practices as regards recruitment and vocational training.

In developing countries with an extensive population explosion there is a surplus of unskilled labour: the building industry absorbs a large proportion of this unskilled labour which comes from all the various regions and above all from rural areas. In 1969, the industry employed 30% of the active working population, representing 4.7% of the industrial labour force of the country.

The industry is one of the most important in the country, concerning many economic and financial sectors of activity. Nevertheless, in the last 10 years, there has been an estimated shortfall in housing construction of 8 million units, which means that half of the Brazilian population is without accommodation that is fit for habitation.

Although the industry has seen great technical advances certain operations such as wall building (weight bearing structures) and facing are still carried out in the same way as they were 40 or 50 years ago.

The survey was carried out by a questionnaire. The response rate was 20% of the total sample. Follow-up visits were also made to construction sites. The total sample comprised 282 undertakings employing 50,056 workers, and 67 undertakings employing 10,249 workers received follow-up visits.

Recruitment and selection. Recruitment is generally carried out by newspaper advertisements and notices at the work site. Very few undertakings require qualifications of any kind. Proof of ability lies in actually doing the work. Among 48 employers, only 18 demanded a minimum level of schooling.

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Vocational training. The excessive number of unemployed workers available on the labour market means that employers neglect to train their workers who can be replaced at any time. Among 68 undertakings, only seven carried out any kind of systematic training and this was limited to certain categories of workers.

The type of vocational training given was generally as follows:

(a) on-the-job training;
(b) normal work supplemented by systematic on-the-job training;
(c) systematic school-based training.

Out of a sample of 733 workers, 94% had learnt their trade by the first method. By progressively acquired experience and personal endeavour they can work their way from simple manual work to site foreman.

The second type of training has been improved recently, due to the initiative of the National Industrial Apprenticeship Service (Serviço Nacional de Aprendizagem Industrial - SENAI), the national department of labour and other government agencies. The SENAI, for example, provides the necessary teaching material and tools. Courses are given out of working hours. The workers are taught by an instructor who is assisted by engineering and architectural students. Training lasts 40 to 60 hours. The participants receive a small allowance towards subsidised meals. At the end of the course they receive a tool kit for their work.

Existing schools and courses include: industrial technical schools; courses run by SENAI (for those between 14 and 18 years of age); various initial and further training courses for those over 18 years.

Conclusion. Skilled and semi-skilled workers are trained most efficiently by the SENAI, followed by systematic on-the-job training.

With the exception of electricians, experience shows that it is not necessary to increase the number of apprenticeship courses for young people between 14 and 16 years of age.

In referring to this abstract please quote N° B 54164	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	4	India 54

Author: -

Title: Report of the working group on education

Bibliographical references: New Delhi, Government of India, Expert Committee on Unemployment, 1972, 89 p. (mimeo.).

Translation

Subject analysis

Report of a working group set up to consider practical measures for promoting productive employment: magnitude of problem; review and recommendations; statistics. [This abstract is concerned mainly with those recommendations having a direct impact on education and training.]

Contents analysis

The working group on education was set up by the Government Expert Committee on Unemployment to "suggest specific programmes for promoting productive employment and self-employment of the educated unemployed in general, and the unemployed technical personnel such as engineers, technicians, etc., in particular".

The working group limited the scope of its work to examining only those aspects of education which would have a direct bearing on employment opportunities. No attempt was made to suggest structural changes in the existing educational system.

Conclusions and recommendations

1. The problem of school dropouts remains extremely serious. Only 25% of the pupils complete primary education while hardly 16% complete secondary schooling. The majority of these pupils, particularly in rural areas, join the parental occupation, where there is generally little scope for full-time employment, and add to the problem of the underemployed. A suitable job-oriented programme of information, education and training will have to be drawn up for these out-of-school youth to prepare them for self-employment at a higher level of efficiency in their parental occupation or for other emerging trades and occupations.

2. The educational system as such can do little in creating direct employment opportunities. There is a need to co-ordinate education with economic development. Manpower requirements should be expressed in terms of educational and training needs. The Government should establish machinery to identify on a continuing basis the requirements of industry for skilled and technical personnel through occupational analysis and forecasting.

3. A central agency should be set up to collect requisite data and information, on a continuing and systematic basis, in order to identify the

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emerging trades and occupations having employment potential in the various areas. These data should be used to orient the pupils' work experience in the schools.

4. A critical examination needs to be made of the type of education being given in order to increase its practical utility. Traditional instruction must give way to work-oriented instruction. Work experiences should be a part of the curriculum at every level of education.

5. Industry must look upon students as "future assets". It must assume a greater role in guiding the type of institutional education and training that is given to skilled workers and technical personnel, and in providing the necessary work experience. Training should be based on an analysis of technical functions and be related to a broad group of occupational skills.

6. Training at the university level must be more strictly controlled and related to economic requirements. The practice of requiring a university degree as a prerequisite for certain types of employment for which it is not really necessary must be discontinued.

7. A mass literacy programme and a phased programme of increasing enrolment targets for primary and secondary education should be initiated. Besides raising the general level of literacy and education they would generate additional employment opportunities for teachers.

8. The central government should consider introducing legislation to promote employment within industry. For example, regulations could be laid down stipulating the number of engineers to be employed by a contractor in relation to the size of the work undertaken.

9. Both rural and urban infrastructures have to be developed and a massive programme of development should be undertaken by the various states. Such development projects should be accompanied by parallel training action.

10. The training programmes being run by the Directorate General of Employment and Training should be more specifically related to employment opportunities.

In referring to this abstract please quote N° B 54013	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	4	Italy 45

Author:
Title:
Bibliographical references:

Ipotesi di redistribuzione delle funzioni regionali in materia di formazione professionale
Quindicinale di note e commenti, Roma, Vol. 9, No. 184-185, May 1973, p. 325-339.

Translation

The various possibilities of redistributing regional responsibility for vocational training

Subject analysis

Article on the consequences of the regionalisation of education and vocational training: planning and supervision; finance; administration; auxiliary bodies; delegation to the provinces.

Contents analysis

The Research Centre on Social Investment (Centro Studi Investimenti Sociali — CENSIS) carried out a study of the different possibilities of redistributing, at various administrative levels (region, province, commune and also intermediate authorities), the vocational training functions transferred from the state to the regions by legislative decree No. 10 of 15.1.1972 [cf. abstract No. 1/B 42496, Vol. 10]. These functions are planning, finance, promotion, supervision and assessment, administration, etc.

The region's essential functions are to lay down regulations, to encourage vocational training activities and to supervise. The region must on no account encroach on local autonomy; on the contrary, it should foster such autonomy, taking care not to interfere in management questions. The region will have the following major responsibilities:

(a) to define the long-term role of vocational training, taking into account the foreseeable expansion of the school system, the eventual consolidation of a non-vocational adult educational system, the anticipated effect of applied research on production techniques and the anticipated changes in the labour force resulting from changing techniques and from trade union organisation;

(b) to define qualitatively short-term and medium-term training needs; to compare the occupational structure of the requirements with that of the training taking place and take the initial steps to adapt the one to the other;

(c) to promote, collect and provide information on training — by experimenting with teaching formulae or methods (modular training courses at various levels and containing a general interest element, basic technology, basic economics, data processing, etc.); — through participating in training activities generally and in the further training of teaching staff;

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(d) to exercise a control over vocational training in active collaboration with the executive bodies, initiating a form of self-supervision which will respect the autonomy of the bodies supervised; to check if the activities prescribed in the programme are being put into practice.

Auxiliary bodies

There are three possible structures.

1. A "technical secretariat" could be created at the regional headquarters, charged with planning and co-ordination. This works satisfactorily when the region has a relatively modest range of activities or, alternatively, when, having a wide range, it can delegate certain tasks. It is not satisfactory where functions of a more technical nature are to be discharged — residential training or continuing or lifelong training, experimentation with new training techniques, research into practical problems encountered in the training of instructors or the profession of instructor, transmission of new ideas to lower levels.

2. Alternatively, a centre attached directly to the administration might be established, charged with drawing up syllabi and introducing innovations. This solution, however, is suitable only for the medium-term, since it is geared towards the creation of stable structures.

3. Another possibility would be a research institute or a pilot centre set up under common law and enjoying wide autonomy. Such an institution would have the advantages of facilitating the introduction of new ideas and simplifying finance and control. It can be effective where there exists either a vocational training tradition or a trend encouraging contact and collaboration between the training system and the various undertakings and sectors of production. Certain specialised bodies might be associated with a centre of this type, e.g. teaching and pedagogical research institutions, organisations specialising in the preparation of syllabi, the research units of chambers of commerce.

Administration and finance

Regionalisation should be based on existing provincial institutions, so as to avoid the creation of new structures and permit a rapid adaptation of the system to the anticipated training load. Nevertheless, the tendency should be for an increasing proportion of the load to be transferred from the provincial authorities to bodies which have concluded appropriate agreements with the region.

A substantial portion of the article is devoted to discussing different methods of financing the training so as to ensure sufficient flexibility to facilitate routine administration while permitting rapid response when necessary to demands which can at times be very heavy.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 50920	-	Construction 5	-	4	USSR 47

Author: TARASOV, A.M.
Title: Obespečenie kapital'nogo stroitel'stva kadrami
Bibliographical references: Moskva, Izdatel'stvo literatury po stroitel'stva, 1972, 200 p.

Translation: Provision of skilled manpower in the construction industry

Subject analysis: Book on skilled manpower resources in the construction industry: current problems; labour turnover; means of training skilled workers; new recruitment channels.

Contents analysis

In the construction industry, which is manned mostly by young workers (about 50% under 34), labour turnover is twice as high as in other industries. Notwithstanding the substantial numbers supplied by vocational schools (396,000 skilled workers in 1970) and the numbers trained by the industry itself (793,000 in 1970), the annual demand for additional workers in this industry is not being met. The industry must therefore look for other sources of manpower.

1. Recruitment by the State. Workers from regions with a labour surplus may be directed to construction work in regions where there is a shortage. This applies to rural and urban workers in socialised production, to persons carrying out household tasks or farming their own plot of land, and to ex-servicemen on demobilisation. Agreements must be concluded between the relevant ministries to ensure that persons so directed are suited to the job and are assured good conditions of life and work.

2. Recruitment of young people for training purposes. School leavers having completed their compulsory general education may be recruited for training within the construction industry. This is generally done only on a local or regional basis. In such cases the State requires that the undertakings concerned reserve a fixed percentage (3% to 4%) of their jobs for school leavers.

3. Public appeals. These are geared, above all, to young people wishing to serve the community, who are urged to help meet the urgent need in various regions for constructing buildings and roads, bringing in the harvest, etc.

4. Recruitment of workers made redundant by technological developments in other industries. The pace of technological development is such that an increase in labour released by such development can be expected.

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In addition to these measures, vocational schools serving the building trades are to train more workers for certain occupations such as steel construction erectors and operators of heavy construction machinery, while the industry should look after training for the less complex trades. Following a decision of the Party and the Council of Ministers, the competent ministries and ministerial departments have been authorised to include in their estimates for major works, the construction of training schools to produce the necessary skilled workers.

If the building industry is to have an adequate workforce, both in numbers and skills, measures to stabilise the workforce are also required: the formulation of suitable basic technical instruction to be given during the initial training and the further training of workers, improvement of working and living conditions, provision of material incentives and measures to strengthen morale. A benefit fund has been created to reward stable workers in the industry, and privileges are accorded to young construction workers trained by the industry or in vocational schools (for example, production norms reduced by 40% during the first 3 to 6 months of employment).

It has also been decided to require young workers trained in the vocational schools to work for at least 2 to 3 years on the sites where they are placed in employment, on completion of training.

Furthermore, a worker authorised to pursue full-time studies must undertake to return for at least 12 months to his undertaking after finishing his course.

[See also abstract No. 2/B 53886, Vol. 12.]

In referring to this abstract please quote N° B 54606	Trainee Young	Sector -	ISCO -	CIRF 5	Country Denmark 489

Author: ØRUM, B.

Title: Kønsforskelle blandt skoleungdom

Bibliographical references: København, Socialforskningsinstituttet, 1973: publikation 59, 216 p.

Translation: Sex differences among schoolchildren

Subject analysis: Report on a survey of 7th, 8th and 9th-year schoolchildren and young people who have left school, to determine the inter-relationships of sex, education and career: population studied; methodology; findings (attitudes to parents, school, life roles, society); factors influencing choice of career; statistics; bibliography.

Contents analysis:

In 1968 the Danish National Institute of Social Research (Socialforskningsinstituttet) initiated a study of young people to determine the relationship between their sex, their education and their choice of occupation. A total of 3,151 young people (about 14 years of age) were selected for interview from 151 representative 7th-year classes. They were interviewed again in 1970 and those who had left school were interviewed once more in 1971. Data were also collected in 1969 from the parents of the young people through a mailed questionnaire. Essentially the survey was to detect any differences between girls and boys in social attitudes, expectations as regards life roles, duties and work, and how they spend their spare time. Other aspects investigated were: attitudes to school, study preferences, the length and nature of schooling, occupational aspirations.

Attitudes and social roles. Generally speaking there proved to be no great differences between girls and boys in the 7th year of schooling with regard to the attitudes measured (attitudes to parents, life roles, society etc.). Differences in attitude to solidarity and to conformity were insignificant, and the social status of the parents seemed to have very little influence.

Attitudes to school and nature of schooling. In the 7th year of schooling girls are generally more positive towards school, but by the time they have reached the 9th year this difference between boys and girls has almost vanished. This may explain why more boys than girls leave school early and why, in the transition from school to work (whatever the sector), girls tend to have a harder time than boys. Both in the 7th and in the 9th years, girls also tend to be more positive than boys to the so-called "intellectual" subjects (Danish, English, German, mathematics, physics) which are important to their future career. By the 9th year, boys seem to show a clear preference for science subjects and the girls for modern or ancient languages.

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After completing the 7th year of schooling, more girls than boys are accepted for theoretical streams of education whereas more boys are admitted to practical streams. In the latter the boys leave school sooner than the girls but by the 10th year the actual numbers of boys and girls still at school tend to be equal. Two factors seem to have a decisive impact on the boys' and girls' decisions to continue in school beyond the 8th year and to enter a given stream of education: the social status and economic situation of the parents. Parental social status is a weighty factor for both boys and girls, but especially so for the latter; the economic situation of the parents tends to be more important with respect to the boys.

Career aspirations and choice of career. In both the 7th and 9th years of schooling the young people were asked to state their career preference. Categorised according to the social status of the occupation, the girls' answers were mainly in the middle category, whereas the boys' answers were more scattered. It was noted that between the two inquiry dates the boys' wishes rose as to social status but the girls' — very realistically — fell. Of those who left school before the 10th year, a much larger number of boys than of girls went into vocational training, whereas more girls than boys were doing unskilled work. Few of the boys who left school early, as an economy measure, did so to start an apprenticeship.

Conclusion

The inquiry suggests that traditional sex role concepts are not likely to change much as the present youth generation grows up. Sex differences are small among young people as regards ideas on general behaviour and spare time activities. They become more significant with regard to attitudes on social relationships and behaviour at school. They are highly significant with regard to their duties, job expectations and actual choice of employment, i.e. when hopes and ideas clash with reality and an effort has to be made to prepare for the future.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 54016	Young	Fabricated metal products 38	Machine-tool operator, etc. fitter, etc. 8-3; 8-4	5	Germany (Dem. Rep.) 430.3

Author: SIEBEL, A.

Title: Produktive Arbeit der Schüler und Berufswahl

Bibliographical references: Arbeit und Arbeitsrecht, Berlin, Vol. 28, No. 9, 1973, p. 251-255.

Translation

The relationship between production work and the occupational choice of pupils

Subject analysis

Article on a survey carried out to assess the influence of production work, organised in the context of vocational guidance, on the choice of manual occupation: organisation and implementation of the survey; results.

Contents analysis

In the German Democratic Republic, instruction in "production work", which forms part of the vocational guidance activities, is a leading feature of the polytechnical education given in the 9th and 10th years of compulsory schooling [cf. abstract No. 4/01829 of Vol. 2 and No. 5/B 19274 of Vol. 7]. A survey has been carried out in four 9th-year classes. The aim was to ascertain the influence of production work on occupational choice and, in particular, the extent to which it motivates pupils to become skilled workers.

The production work of the classesstudied (20 hours) was carried out in a Magdeburg engineering works (Volkseigener Betrieb Magdeburger Armaturen — Kombinat "Karl Marx"). It was organised on a systematic basis by the instructors to ensure that every pupil performed each operation at least once and understood the relevant quantitative and qualitative production standards relating to each stage.

The research programme

1st stage (6 months)

Production work: machine turning (spring cups and nuts for pressure reduction valves).

Production techniques: modern.

Tasks: mainly typical metal cutting operations carried out by skilled workers.

Occupational information on the engineering industry: group discussions.

2nd stage (6 months)

Production work: assembly (repair of distributors; assembling gauges).

Production techniques: obsolete.

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Tasks: mainly typical tasks carried out by machinery and equipment assemblers, maintenance mechanics and skilled workers employing measurement and regulative techniques.

Occupational information on the engineering industry: by groups or individually.

A vocational guidance manual, prepared in collaboration with the workers in the factory, was made available to teachers and instructors.

Under the programme entitled "introduction to socialist production", special investigation projects carried out by the pupils ensured that they visited the various departments of the factory.

Principal results

The results were compared with those of control classes. Modifications in attitudes to manual work (compared with original attitudes):

Modification	1st stage		2nd stage	
	classes studied*	control classes**	classes studied*	control classes**
positive	26(46.4%)	9(17.7%)	40(71.4%)	8(15.5%)
negative	3(5.4%)	9(17.7%)	0	11(21.6%)
nil	27(48.2%)	33(64.6%)	16(28.6%)	32(62.7%)

* N = 56
**N = 51

The number of pupils who chose a career in the mechanical engineering industry was greater in the classes studied than in the control classes (17 compared with 7, the initial figures being 3 and 4 respectively).

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 54018	-	-	-	7	United Kingdom 42

Author: SWEENEY, J.A.

Title: Training for technological change

Bibliographical references: BACIE Journal, London, Vol. 27, No. 2, June 1973, p. 30-34.

Translation

Subject analysis

Article on the problems related to the retraining of skilled operators when automated plant is introduced: need to ensure operator involvement; identification of training needs in relation to the process as a whole; promoting job satisfaction; benefits; example taken from the glass industry.

Contents analysis

The introduction of automated processes has far-reaching consequences for skilled workers. There is a danger that many of the jobs which give the most satisfaction will cease to exist and skills which are a source of pride will be devalued. This could result in increased friction on the shop floor as men, frustrated by lack of job satisfaction, find that the only outlet for their energies is in industrial conflict with management.

Experience in the glassmaking industry typifies this situation and had the following repercussions for the skilled workforce:

(a) the redundancy of highly specialised skills;

(b) the removal of old working standards which were based upon an understanding of the effect and consequences of a man's actions on the product;

(c) confrontation with a new and initially incomprehensible system;

(d) the need to take decisions which could lead to infinitely more expensive mistakes.

The result was to depersonalise work and introduce the danger of the operators becoming less interested in the job for the following reasons:

- possible loss of status because their skills, developed over a long period, were no longer required;
- it was difficult to appraise or understand the new system and the old standards of high quality workmanship therefore appeared to be unimportant.

In the glass industry this produced a tendency towards carelessness of a kind previously unknown which, from time to time, led to quite expensive mistakes.

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The tendency in such a situation is often to adopt the point of view that there is no need to teach the operator things that have no direct connection with his job and that furthermore, it will be difficult to do so on account of his lack of formal education. However, the more understanding a man has of the whole process the better he will be able to do his job. Although the improvement may be only marginal it is within this slight margin that the operator's carelessness arises.

For this reason two training needs were identified in the glass industry: (1) to ensure that the operator understood the organisation of the system and why it had developed as it had; (2) to ensure that he understood how the system worked in as much technical detail as was practically possible.

Once a well-trained and interested group of operators has been formed it is essential to maintain motivation. This can be done in various ways. For instance, by involving operators in those decisions which do not require immediate action, such as safety programmes, holiday arrangements and shift rotas. It should also be possible to discuss many aspects of the work and any subsequent changes with the operators. Although time-consuming this pays dividends in the acceptance of technological change and very often produces worthwhile ideas.

In an attempt to provide extra job interest and make provision for future technological changes an increasing number of companies are training their operators to be more versatile. Every man is expected to be able to do a wide range of tasks. Training is provided and a system of task rotation gives everyone a chance to do his share of the unpopular tasks as well as those which are more satisfying. The pattern for the future should be one of evolving methods of making increasingly better use of manpower at operator level.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 53135	Young	Fabr. metal products, etc. 38	Blacksmith, fitter, plumber etc. 8-3/8-4, 8-7	7	Germany (Fed. Rep.) 430.2

Author: -

Title: Berufsgrundbildungsjahr Berufsfeld Metall

Bibliographical references: Köln, Gesamtverband der metallindustriellen Arbeitgeberverbände, e.V. Deutsches Industrieinstitut, 1972, 58 p.

Translation: The 1st year of basic training in the metal trades

Subject analysis: Brochure presenting a proposal for the organisation of the first year of basic training within the framework of the dual system: problems; chracteristics; description of pilot scheme.

Contents analysis

To date, experiments with the first year of basic training [cf. abstract No. 1/B 39855, Vol. 10] and the problems encountered have been fairly inconclusive. Only skeleton plans have been drawn up and on the basis of these it has been impossible to determine teaching objectives.

Two particularly delicate problems have arisen: the definition of an occupational field (Berufsfeld) and the proper relationship of this occupational field with the trades it comprises.

The objective of the 1st year of basic training is threefold:

(1) the attainment of general education objectives;
(2) the attainment of the entry level into the 2nd year of vocational training;
(3) to enable the trainees to take examinations within the general education system if they so desire.

These objectives can be attained only by integrating the syllabi of general education and vocational training and by dovetailing practical work and theory.

The General Confederation of Employers' Associations in the Metal Trades (Gesamtverband der metallindustriellen Arbeitgeberverbände) has drawn up its own proposals for the 1st year of basic training in conjunction with the German Industrial Institute (Deutsches Industrieinstitut).

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Occupational field: metal trades

Weeks* 0	16	32	48	Groups of trades and important trades
General basic vocational training	Basic training oriented towards an occupational field	Basic training oriented towards a specialised field		Mechanical engineering: machinery mechanic ; toolmaker; mechanic repairman
				Sheet metal machining, forming and tube making: steel erector, pipe fitter, sheet-metal worker, gas welder, etc.
				Machine-tools: universal lathe operator, boring-machine operator, milling-machine operator, etc.

* 40 hours weekly, including 24 hours of training within an undertaking.

The syllabus will be tried out in: large undertakings with their own training workshop and vocational school; all undertakings (large and medium-size) with a training workshop in conjunction with the local vocational schools; group training workshops in conjunction with the local vocational schools.

Under the guidance of the German Industrial Institute, a multi-disciplinary team made up of specialists in educational sciences, school teachers and training specialists from within industry will carry out a systematic assessment of the pilot scheme. A continuous exchange of experience acquired during the trial period is to be kept up between the schools and the undertakings.

[Detailed curriculum indicating the links between training in the undertaking and instruction within the school]

In referring to this abstract please quote N° B 55565	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	9	Africa

Author:
Title:
Bibliographical references:

-
Report of the regional expert group meeting on higher management education and training in Africa
New York, United Nations Economic and Social Council 1973: Doc. E/CN.14/599, WP.6/MAN/16, 66 p. (mimeo.).

Translation

Subject analysis

Report of a meeting on management education and training in Africa: general review, problems, needs; papers presented; discussions; recommendations. [This abstract gives a summary of the recommendation.]

Contents analysis

A meeting was held in Addis Ababa from 25 June to 3 July 1973 to consider the various aspects of management education and training in Africa. It was sponsored by the German Foundation for Developing Countries (Deutsche Stiftung für Entwicklungsländer) in collaboration with the United Nations Economic Commission for Africa.

The following 6 items made up the agenda: (1) managerial personnel situation and training requirements in Africa; (2) management education and training curricula; (3) facilities for higher management education, training, research and consultancy services; (4) common cadre management training programmes for senior executives from the public service, semi-public enterprises and private business; (5) the development of teachers of management education and management teaching materials and media; (6) co-operation in higher management education, training and research.

There was growing awareness that inefficient and inadequate executive capacity constituted a greater constraint to economic development in Africa than lack of financial resources. Emphasis was given to the need for all aid programmes to support the indigenous infrastructure being built up by existing African institutions. Accepting this, bilateral and multi-lateral co-operation programmes with African countries should focus on the points listed in the recommendations below.

- There should be an exchange of information regarding available facilities for the training of management educators and trainers both in Africa and elsewhere.

- Within Africa there should be an expansion of existing facilities and the development of suitable programmes to train trainers for such management education.

- Each country should aim at the formulation of a clearly defined and comprehensive national management training policy which should be fully integrated with national development goals.

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- Management training and development institutions should have sufficient autonomy and financing to enable them to attract the right calibre of personnel and to provide conditions of employment which will reduce staff turnover.

- Research and consulting facilities should be established and developed wherever possible. Research should be carried out to provide more information on managerial training needs in African countries, as a basis for the development of improved curricula and teaching materials. Programmes should be based on a multi-disciplinary approach and should take into account the wide range of needs of different groups of practising managers.

- Management education programmes for all levels should be supported by field oriented research.

- There should be co-operation between educational institutions, governments, and commercial and industrial organisations. Furthermore, all university level management education should make the fullest use of modern educational methods and techniques, and practical work should be related to "real-world" managerial problems.

- Greater attention should be directed toward the development of curricula in management education programmes for small business entrepreneurs. Such curricula should include studies relating to the management, marketing, finance, production and personnel functions in their business operations.

- Efforts should be made to introduce management education subjects into post-primary educational and training programmes.

- To ensure national relevance, management programmes should preferably be given in the home country although exceptions could be made in specific cases.

- Selection criteria relating to management development programmes should be established.

- Practical training periods within the private or public sector should be a permanent feature of management training.

- Appropriate co-ordinating machinery should be established to achieve effective utilisation of scarce financial and staff resources, and to avoid duplication of effort.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 54330	-	Construction	-		France
		5		10	44

Author:
Title:
Bibliographical references:

Centre d'études et de recherches sur les qualifications (CEREQ)
Les emplois de techniciens dans l'industrie du bâtiment
Paris, CEREQ, 1973: document No. 9, 97 p.

Translation

Occupations of technicians in the building industry

Subject analysis

Report on an inquiry into the employment and career prospects of building technicians: purpose, method, sample; results (employment in production and technical services); analysis by type of undertaking; preliminary conclusions; tables.

Contents analysis

The present educational system in France fails to train personnel for positions at levels III and IV as defined in the Sixth Plan (i.e. supervisor or technician requiring either a technical secondary school leaving certificate, or a technical qualification such as the diploma of a university institute of technology (Institut universitaire de technologie — IUT), or the successful completion of the 1st cycle of a higher educational institution. These shortcomings affect particularly the chemical and building industries. CEREQ therefore investigated current recruitment practices and access to technician functions in the two industries. [For the chemical industries study cf. abstract No. 10/B.54329,Vol. 12].

The exploratory study in the building industry examined: selection and recruitment, rules covering posting and promotion, relationship between jobs and qualifications, nature of qualifications and value accorded to experience, to seniority and academic knowledge. Answers were sought to various key questions. Which undertakings are affected by this shortage of technicians? How to forecast future needs of these undertakings? What types of training are the least sought after? How do young persons who have gained diplomas at technical institutions obtain employment?

Method

The sample was composed of undertakings selected on three criteria: type of work, (a) structural work, (b) fitting and finishing; size, (1) small, 100-229 employees for structural work and 50-99 for fitting and finishing, (2) medium, 300-499 for the former and 100-299 for the latter, and (3) large, employing more than 500 employees; production and managerial techniques (traditional, intermediate and modern sectors).

Of a total of 16 firms engaged in structural projects there were 11 respondents. Of those engaged in fitting and finishing there were two respondents out of six. The main emphasis of the survey was therefore on undertakings engaged in structural work.

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Findings

Workers trained on the job can still win promotion to the lowest grade of supervisor under certain conditions — selection of the best followed by observation of their performance at the workplace and while undergoing further training. Subsequently promotion becomes more difficult as employers prefer to recruit personnel with a higher level of schooling.

Young technicians are plentiful and attractive openings few. Their relatively low educational standard gives them little chance of promotion to employment offering much job satisfaction, good pay and promotion prospects. On the other hand, they are what is wanted on the building site.

On the whole, recruitment of technicians for technical drawing offices presents few problems. Industrial firms even have difficulty in interesting young applicants in production rather than design functions. They claim that the appeal of the drawing office is inexplicable although applicants for employment in this sector still exceed the demand, both in numbers and above all in qualifications. The same firms experience difficulties:

- in recruiting and retaining their workers and finding chargehands among them;
- in promoting chargehands to foremen level, due to their low level of general education and lack of training for supervisory functions.

Preliminary conclusions

The workers cannot meet the constantly rising demands for higher educational and occupational standards, hence their promotion to supervisory posts becomes increasingly difficult. In comparatively large undertakings, internal promotion prospects are good; expanding firms tend to recruit outside; big and medium firms recruit young persons with identical training but tend to employ them very differently. It would be useful to compare these practices, to examine the concept of employment and the relationships between employment, training and personnel policy.

In referring to this abstract please quote N° B 54329	Trainee	Sector	ISCO	CIRF	Country
	-	Chemical Industry 35	-	10	France 44

Author:
Title:
Bibliographical references:

Centre d'études et de recherches sur les qualifications (CEREQ)
Les emplois de techniciens dans l'industrie chimique
Paris, 1973, CEREQ: document No. 10, 96 p.

Translation

Technicians' jobs in the chemical industry

Subject analysis

Report on a survey of employment and career prospects of technicians in the chemical industry: aims, methods, sample; results (employment opportunities, recruitment and promotion policies); conclusions; synopsis of data by undertaking; definition of job categories; tables.

Contents analysis

Following a study revealing an imbalance between technicians' training needs and resources in the chemical industry, the CEREQ undertook a survey of a small sample of chemical undertakings. The aim was to study employment prospects following heavy expansion within the chemical industry. An analysis was made of how employers use the two main sources of recruitment (internal promotion and the school system) to meet existing and future manpower requirements at technician level.

The heads of 15 undertakings of various sizes (less than 200 employees, 200-500, 501-600, 601-3,000) in the Paris region were interviewed. The various sectors represented were: inorganic chemistry, ganic chemistry, pharmaceutical and para-pharmaceutical industries, large-scale chemical production.

Employment opportunities

The chemical industry creates few new jobs. With the exception of medium-sized undertakings, where the size of the labour force is generally limited, supervisory staff are easily recruited among the most skilled workers and technicians in the undertaking. Adaptation problems principally arise for those workers who are affected by technical developments, mainly those who have had little basic training and limited occupational experience and who, being accustomed to simple, partial tasks, are severely handicapped when faced with retraining because of the intellectual, scholastic effort which is required of them.

There is relatively little labour turnover and the more highly skilled the personnel, the less turnover there is. Working conditions are quite similar throughout and the employees appear to feel that the acquisition of seniority benefits is better than the risk of changing jobs. The possibilities for promotion from one category to another are rigorously defined and fairly limited.

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Results of the survey

In spite of the limited number of undertakings covered by the survey, the utmost was done to evaluate answers to the following questions for the 4 categories of undertakings:

- skill level of workers at time of hiring;
- access to supervisory functions (team leader, foreman, etc.);
- problems mentioned by the undertakings concerning their needs for laboratory technicians and other difficulties.

Conclusions

Generally speaking, the relative absence of openings in this sector gave rise for concern. The employee is taken on, at the employment level provided for by the Collective Agreements (Conventions collectives), depending on the training and diploma he has acquired, so that in most cases advancement can take place only inside his own category. His salary will increase with seniority, but his job will remain essentially the same.

A young person with a technician's school leaving certificate (baccalauréat de technicien — BTn) or a technician certificate (brevet de technicien — BT) and taken on as a chemist's assistant has little chance of becoming a chemist. The simplicity of the tasks which he is given to do limit his chances of going on to higher-skilled jobs. Consequently, if he does not wish to spend his whole life in his first job, he will have to continue his studies.

What is true for a chemist's assistant is also true for the higher-level technician. There is no way of getting from this level to that of engineer. After having acquired a certain level of technical skill or experience, the technician must change undertakings to widen his scope of activities or take on more responsibilities. In fact, there is a strong tendency among technicians to follow courses to obtain the diplomas needed for advancement. The diploma is becoming the best means of surmounting all the obstacles associated with a highly stratified job classification. The industry's requirements in skilled personnel are not keeping up with the needs of employed technicians and of young people who are just leaving school.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 53096	-	Agriculture 1	Agricultural worker 6	 10	Developing countries

Author: BILLAZ, R.

Title: La formation des cadres moyens pour le développement agricole: quelques réflexions à partir de deux expériences

Bibliographical references: Développement et civilisations, Paris, No. 51, Jan.-March 1973, p. 32-41.

Translation: Training middle-level personnel for agricultural development: some reflections based on two examples

Subject analysis: Article on the characteristics of middle-level agricultural staff in the developing countries; training problems: difficulty of defining objectives and content; account of two programmes aimed at developing imagination and initiative: syllabus, methods, results.

Contents analysis

In the countries of the Third World, middle-level staff in agriculture have an ambiguous status and social function. It is often difficult to establish what exactly will be their real activities at a later date. Hence it is also difficult to define the objectives to be sought in their training, which in practice are a compromise between the aims laid down by the competent authorities and the needs as seen by the training staff. Organisations of agriculturists play no part in determining these objectives.

Two training programmes for middle-level agricultural personnel were worked out on the following principles:

- training should not consist in imparting mechanical responses; development of imagination and initiative must be the central theme;
- the main task of middle-level personnel should be experimentation, in co-operation with the agricultural workers, whose knowledge of the soil is generally under-rated;
- training should take into account the diversity of peasant experience and the widely different standards of cultivation which exist.

In the two programmes, particular importance was attached to analytical techniques (sampling, questionnaires, etc.), to individual working methods (memoranda, note taking, etc.) and to methods of group study.

Programme of the National School of Applied Economy (Ecole nationale d'économie appliquée, ENEA), Dakar

The object of this 2-year programme is the upgrading of rural leaders, rural development centres and staffs of rural development centres and co-operatives and natural resources development agencies.

The syllabus is as follows:

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- study of analytical techniques, in school;
- practical exercises in analysis, in the villages (4 months);
- return to school for: - interpretation of data collected,
  - acquiring the theoretical knowledge required for the interpretation and planning of projects,
  - job analysis;
- period of practical experience (6 months).

The data collected in the analysis stage are used in the school for case studies. These studies are not broken down into disciplines (agriculture, accountancy, etc.). They are presented as complete problems involving all the disciplines taught.

The case studies are conducted in both small working groups (6-8) and large groups (about 60). They constitute an effective means of evaluating the results of training through which every student's grasp of the subject can be assessed, as can his progress within the group.

Results

The instructing staff consider that the training given at ENEA produces an intellectual awakening, a rediscovery of the village environment and of the participants' professional responsibilities within it, as well as the acquisition of desirable working techniques.

[Included in the text: description of the programme of the Laos Royal School of Agriculture, Forestry and Animal Husbandry (Ecole royale agro-sylvo-pastorale — ERASP) being a three-year course for middle-level agricultural personnel; the first course terminated in June 1973.]

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 52179	-	-	-	10	USSR 47

Author: KOMAROV, V.E.

Title: Ékonomičeskie problemy podgotovki i ispol'zovanija kadrov specialistov

Bibliographical references: Moskva, Izdatel'stvo "Ékonomika", 1972, 200 p.

Translation: Economic problems connected with the training and utilisation of specialists

Subject analysis: Book on higher and middle-level personnel, in particular engineers and technicians, and their role in the economy: assessment of future needs; organisation, cost and effectiveness of training; their distribution and use in the different economic branches. [This abstract deals mainly with technicians.]

Contents analysis

Specialists (technicians, engineers and other personnel with secondary or higher educational standards) represent 18.6% of the active population. Engineers and technicians trained for productive industry have three main functions: initiating production (study and execution of technical projects); organisation and direction of the production process; planning and supervision of production.

To assess future demand for specialists in a particular economic sector, detailed planning figures are required for a given period, e.g. number and scope of new enterprises, growth of workforce, or productivity, etc. The demand for the different medium and higher level specialists can then be calculated. By comparing this forecast with the actual manpower situation in the branch, a list of openings for qualified engineers and technicians can be drawn up.

Training

Three hundred and ninety specialisations are taught in specialised secondary institutions, mostly technical colleges. The courses last a maximum of 4 years. Closer links should be established between these institutions and institutions of higher learning. For example, technicians trained in technical colleges should have the right to enter directly into the second year of specialised higher education institutions. Similarly, students admitted to higher education institutions at the end of general secondary education should be able to obtain a technician's certificate in 2 or 3 years. Following a decision of the 24th Party Congress, certain institutions have been grouped to work together, for example, a scientific research institute might be allied with an industrial enterprise in a given production area. Consideration should be given, on an experimental basis, to including specialised training institutions in the same production branch in these groups. Within such a group, the further training of existing specialists could be organised. The updating of specialised technical skills should take place every 5 to 6 years.

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Roughly half (47%) of State expenditure on specialist training in technical colleges is to pay teaching staff; 29% is for student grants, and the rest goes on equipment, teaching materials and maintenance of school buildings. Undertakings contribute by giving paid leave and other privileges to workers undertaking part-time courses. Training a technician in evening classes or by correspondence costs a half of full-time training. On the other hand, it entails a risk of increasing the number of dropouts and reducing the graduates of technical colleges.

Utilisation

In industry, the increased use of qualified engineers and technicians is noticeable mainly in the production planning offices and in management services; on the factory floor, their numbers tend sometimes to fall, since many workers are assigned to specialist jobs without formal training.

The qualifications of trained specialists are not always fully utilised — 25% to 30% of all certificated technicians are only employed as skilled workers. Their proper utilisation depends on the correct ratio between the various qualified specialists and between them and other classes of workers, including non-manual workers. Insufficient technicians are employed in most branches of production; the aim is a ratio of 3 or 4 technicians for one engineer in all branches of production. There is also an imbalance between the numbers of specialists and administrative personnel, in consequence of which specialists are often obliged to carry out administrative tasks. Increasing the number of administrators would release these specialists for their proper work and so raise their productivity.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° L 226	Adult	Teaching 931	- 	11	France 44

Author: -

Title: Conditions de recrutement et d'emploi et situation administrative des animateurs de formation formés dans les CIFFA.

Bibliographical references: Bulletin Officiel de l'Education nationale, Paris, No. 25, June 1973, p. 1972-1976.

Translation: Conditions for the recruitment and employment of training promoters trained in CIFFA and their administrative position

Subject analysis: Circular concerning training promoters: training, functions, recruitment, employment, administrative position; (transitional system for the school years 1972-73 and 1973-74).

Contents analysis:

The objectives of the integrated centres for adult instructor training and training promotion (Centres intégrés de formation de formateurs d'adultes et d'animation — CIFFA), of which 5 were established in 1972 and 8 were planned for 1973, are within the general framework of permanent training: (1) to give supplementary training to teachers to enable them to assume the responsibilities of training promotion; (2) to ensure their continued training, particularly by periodic working parties. More specialised training periods can be organised later, to meet new or more clearly recognised needs. The structure of these institutions is not yet finalised.

The present circular was sent to the administrative heads (recteurs) of the regional educational authorities (Académie) by the director responsible at the Ministry of Education for permanent training. It sets out provisionally the conditions for recruitment and employment of training promoters trained in CIFFA and their administrative position, pending the adoption of new official texts.

The training promotion functions are exercised principally in the following fields:

- research, study and analysis of training needs;
- informing and promoting training consciousness among the workers' and employers' organisations;
- finalising action and concepts relating to the content of training;
- organising permanent training activities, individual and collective;
- assessment of such activities.

Their work is divided between training promotion and teaching within the system of initial or permanent training.

The recruitment of candidates for supplementary training in CIFFA is effected by an announcement put out by the regional educational authorities. Candidates are examined by a working party of the regional authority in

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question, constituted specifically for this purpose after consultation with the principal teachers' unions. The chairman is the head of the regional authority concerned, or in his absence the educational commissioner for permanent training (Délégué académique à la formation continue - DAFCO).

[The circular defines conditions of employment and administrative status. The rates of pay were set out in Circular No. 73-74 of 8 March 1973.]

In referring to this abstract please quote No. B 55235	Trainee -	Sector -	ISCO -	CIRF 11	Country Developing countries

Author: -

Title: Technical and vocational teacher education and training

Bibliographical references: Paris, United Nations Educational, Scientific and Cultural Organization (UNESCO), 1973, 240 p. Price: US$6.40; £1.80; FF20.

Translation

Subject analysis

Report on trends in technical and vocational teacher education and training: general patterns; preparation for general education; vocational and workshop teacher education; training in undertakings; quality of training; conclusion. [This abstract deals only with the conclusions.]

Contents analysis

[In 1968, the ILO and UNESCO initiated a comprehensive study of technical and vocational teacher education and training. The major source of data was a series of replies to a detailed questionnaire drawn up by ILO and UNESCO and sent to selected member States in 1968 and 1971. Written for teachers, teacher-educators, educational authorities and other interested bodies, the study is primarily intended for developing countries and therefore reflects present trends and possible directions which development might take in these countries.]

- Vocational and technical teachers occupy a key position in the modern world and their preparation should therefore be of the highest priority if technical education on all levels is to be developed and expanded. The particular forms of teacher preparation vary widely, according to the societies which these teachers are to serve. Whatever the means of preparation, the goal should be to form a corps of dedicated and well-educated personnel. Their task should be to educate as well as to train future skilled workers and technicians, preparing them for their roles in a world characterised by rapidly changing technology.

- The trend for vocational teachers' initial preparation to be completed at the first university degree level should be encouraged. It meets the need for more sophisticated teachers as the duration of compulsory schooling tends to become longer, and gives technical and vocational teachers equivalent status with general education teachers.

- In order to enhance the status of technical and vocational teachers efforts must be made to raise their salaries as well as the level of their preparation.

- The quality of the content of teacher preparation courses determines the quality of vocational and technical education. All vocational and technical teachers must have: (1) a rather high level of general education; (2) theoretical and practical mastery of their technical field; (3) pedagogical

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instruction and practical teaching experience. In order to provide the relevant practical experience teacher preparation institutions must establish close contact with industrial and business enterprises.

- Pedagogical preparation must include psychology of the age groups to be taught and thorough instruction in teaching methods and techniques.

- Further education on a continuing basis is vital for teaching staff as they will be required to keep abreast of technical innovations and of new educational theories, methods and techniques.

- Although developing countries may profit by the experience of others to establish systems of technical education, care must be taken to see that the systems are adapted in accordance with local traditions and interests. To counteract the bias towards academic subjects, greater emphasis should be given to the introduction of general technical subjects in the primary and lower secondary schools and to the preparation of general technical teachers at these levels. There is a vast field for research to discover the systems of education, teaching methods, curricula, training incentives, etc., best suited to each country.

- In developed countries there is a vast out-of-school network for technical and vocational education and many teachers are drawn from the employment sector. These sources are not applicable to the great majority of developing countries and technical and vocational education and teacher training must initially be based on the formal education system.

- Technical and vocational teacher education should be part of a long-range educational strategy for development. Interim solutions should be so created that they will be useful foundations upon which to build towards the attainment of long-term objectives.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 53887	-	-	-	11	USSR 47

Author: LEVICKAJA, L., STOLJAROVA, A.

Title: V dolgu pered vypusknikami

Bibliographical references: Professional'no-tehničeskoe Obrazovanie, Moskva, No. 6, June 1973, p. 38-39.

Translation: Obligations towards graduates

Subject analysis: Article on a survey carried out among instructors in vocational schools to determine their skill levels, their effectiveness and the problems they encounter in their work; ssample; results.

Contents analysis

The Central Office of Organisation and Methods for Vocational and Technical Training (Centralhyj učebno-metodičeskij kabinet proftehobbrazovanija) carried out a survey among instructors who had been trained in technical colleges for industrial and teacher training (industrial'no-pedagogičeskij tehnikum) to teach in vocational schools. The survey was meant to determine, among other things, occupational experience following instructor training, work problems, level of job satisfaction, and deficiencies associated with the training they had received.

Sample

The survey covered 179 persons selected among the former pupils of nine technical colleges for industrial and teacher training providing instructor training in various technical fields. The sample was divided into three groups according to the length of practical experience as instructors: those who had finished their training (1) before 1960, (2) between 1960 and 1965, (3) after 1965.

Results

1. Occupational experience

- 62% worked as instructors,
- 24% gave theoretical instruction (several gave both practical and theoretical instruction),
- 14%, of which the majority came from group 1, occupied administrative posts: director or assistant director, inspector.

2. Problems encountered during work

Each of the three groups attributed many of the difficulties they encountered to deficiencies in the training they had received. The instructors in group 1 emphasised the lack of training in psychopedagogics. Those in group 2, and above all those in ground 3, complained of the gaps in their knowledge of the techniques in organisation

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and methods needed for training pupils for production work. In addition, the instructors in group 3 criticised the duration of practical training which was too short to allow them to acquire the experience needed to give their pupils an effective demonstration of the various work operations or to be able to test them on what they had learnt. This posed difficulties in the planning of workshop practice.

3. Job satisfaction

The highest percentage of instructors expressing satisfaction in the job was found in group 1, the lowest in group 3. This could be explained by the fact that the majority of instructors in group 1 had been able to find fulfilment in their work over a long period of time and that those who had not done so had already given up this type of work.

As the vocational schools are becoming increasingly demanding as regards the skill levels of instructors, the technical colleges for industrial and teacher training should give some consideration to improving the level of the training given and should also ensure an adequate period of practical instruction.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 52765	-	Wholesale and retail trade 6	-	11	Germany (Fed. Rep.) 430.2

Author: BACKHAUS, J., KUHLMANN, A.

Title: Ein Weg zum qualifizierten Ausbilder

Bibliographical references: Wirtschaft und Erziehung, Wolfenbüttel, Vol. 25, No. 3, March 1973, p. 73-79.

Translation: The making of a qualified training officer

Subject analysis: Article on the organisation of courses for training officers in commercial undertakings: the systematic preparation of these courses; objectives; priority to be given to this class of training staff.

Contents analysis

Under the terms of the decree of 28 April 1972, laying down the pedagogical qualifications required to train workers in the industrial sector [cf. abstract No. 11/L 191, Vol. 11] the existing training employers (Ausbildender) and training officers (Ausbilder) must sit an examination to test their knowledge of (1) basic principles and problems of training, (2) the planning and execution of training schemes, (3) the particular problems of adolescents undergoing vocational training, and (4) the elements of labour and social legislation.

The decree is couched in extremely general and theoretical terms, which are of little practical help in the organisation of the courses or the syllabus. The same may be said of the recommendations of the federal committee which drew up the base plan for preparing training staff to take the examination.

The elaboration of a training programme for training staff working in commercial undertakings should proceed in four stages.

1. Analysis of the persons to be trained. Precise information on the prospective trainees should be collected — personal data, schooling, work experience, interests. Training will be effective only if it recognises that the class is made up of adults who, as a rule, are interested in learning only what seems to them likely to be useful in their careers.

2. Job analysis. Starting with the description of the job for which the workers are to be trained, a clear specification should be drawn up of the work required of the trainers and of the conditions in which they will operate. The training required will vary according to the type of job and the size of the enterprise.

3. Defining the objectives of training. It is not enough to indicate the skills and knowledge which the training should impart; it is equally necessary to list the qualities or behaviour patterns to be acquired by the

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participants (judgment, application, etc.). These qualities should be observable and measurable. In this way it will be easier to guide the course, to assess individual progress at each stage and, when necessary, to strengthen motivation.

At the end of the course, the training officer should be able:

(a) to plan systematically the training in the enterprise, enlisting the collaboration of the trainees, to control its progress and attain the prescribed ends; (b) to capture the interest of young trainees; (c) to supervise on-the-job training, co-ordinating the teaching requirements with the requirements dictated by the flow of work in the enterprise; (d) to train adolescents, taking into account current ideas and legal norms.

4. Methods and means. Research does not yet permit the delineation of an optimum combination of teaching methods and means. They must therefore be chosen in such a way as to attain the prescribed ends as quickly as possible. The time allowed, the organisation of the enterprise, the funds available, will limit at times the choice of means. Active methods — group work, case studies, role playing, as well as audio-visual aids — must play a dominant role.

Some 100,000 persons will be affected by the provisions of the decree of 28 April 1972 — directors of training services (Ausbildungsleiter), training officers (Ausbilder) teaching in commercial and administrative establishments and instructors (Unterweiser) responsible for practical training on the job.

For economic and pedagogical reasons, priority should be given to training the training officers. As they are relatively few in number, the financial consequences of mistakes in planning their training would be less serious; an important part of their work is administrative (planning, organisation, supervision) and they are well placed to transmit their knowledge and skills to the instructors.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° L 219	-	-	-	12	Poland 438

Author: -

Title: Rozporządzenie Ministra Górnictwa i Energetyki z dnia 4 maja 1973 r.w. sprawie kwalifikacji osób zatrudnionych przy eksploatacji urządzeń energetycznych

Bibliographical references: Dziennik Ustaw Polskiej Rzeczypospolitej Ludowej, Warszawa, No. 19, 16 May 1973, p. 221-223.

Translation: Decree of the Ministry of Mines and Industrial Energy dated 4.5.1973 concerning the qualifications of persons operating energy producing plants

Subject analysis: Ministerial decree on qualifications of persons operating energy producing plants: training, experience, entry examination and inspection.

Contents analysis:

The Ministerial Decree of 4.5.1973 laid down the following qualifications for personnel employed in energy production (power stations, industrial boilers and furnaces, steam turbines, compressors, condensing plants):

1. Skilled worker status is obtained by: (a) training within the undertaking or at a vocational school in the work performed in energy producing plants, followed by at least one year's plant experience under the direction of competent persons; (b) at least 3 years' specialist study in a technical college, plus one year of practical experience.

2. Foremen require an officially recognised supervisory training in one of the occupations in question, or the certificate of a technical college where specialist studies were completed, in which event at least 6 months' working experience is required under competent direction.

In both cases, the candidate must pass an oral examination on: the regulations governing the operation of energy producing plants; the rules for the maintenance and repair of such plants; principles of the correct use of fuel and energy; required action in case of breakdown. The examination must be retaken every 5 years.

The examination commission comprises the directorate of the plant and of the government authorities to which it is responsible, representatives of the unions and of scientific and technical institutions in the economic sector as well as the labour inspector. The examining panel comprises three persons, i.e. two technical specialists and a lawyer.

The minimum qualifications for tending boilers in which the water temperature does not exceed 100°C are an elementary school-leaving certificate and successful completion of a course for boilermen (central heating), plus at least one year's experience on a central heating system.

The Decree entered into force on 16 May 1973.

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In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 49899	Young	-	-	13	Japan 52

Author: TODA, K.

Title: Seishônen no taisuru shokugyô-kunren no hatten o mezashite.

Bibliographical references: Ginô to Gijutsu, Tokyo, Vol. 7, No. 2, 1972, p. 56-62.

Translation: Towards the improved training of young people

Subject analysis: Report summarising the findings of a 3-year study to assess the relationship between intelligence and achievement levels of junior secondary school graduates attending comprehensive vocational training centres; methodology; major findings; conclusions and proposals.

Contents analysis

There has been a steady decrease in the number of junior secondary school graduates enrolling in comprehensive vocational training centres (CVTC). This decrease has been accompanied by an increase in the number of applicants of low intelligence and an increase in the number of dropouts.

A study was therefore carried out between 1968 and 1970 to assess the general characteristics of CVTC trainees in relation to trainees in other institutions at secondary level. In particular, the survey aimed at identifying (a) the intelligence level of CVTC trainees in comparison with other trainees at secondary level; (b) the relationship between intelligence levels and vocational aptitudes; (c) the occupational interests of CVTC trainees.

Findings

1. The intelligence level of CVTC trainees in relation to other groups was as follows: CVTC trainees, 47.3; polytechnical students, 60.9; academic stream of public secondary schools, 58.7; vocational stream of public secondary schools, 54.0; academic stream of private secondary schools, 51.9; vocational stream of private secondary schools, 47.3; general vocational training centres, 43.0. For those entering in-plant training schemes within undertakings on completion of 9 years' compulsory schooling, the corresponding figure was 44.2.

2. The relationship between intelligence levels of CVTC trainees and their achievement levels was plotted and compared with the intelligence and achievement levels of pupils following academic courses in the secondary schools. Achievement levels were based on assessments in 5 major subjects. The results are illustrated in the diagrams below relating to (1) junior secondary school graduates at CVTCs and (2) pupils in public senior secondary schools.

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Diagram 1

Intelligence level	Achievement level					N = 108
	3-4	5-6	7-8	9-10	11-12	15
70 or more						
65 - 69		1	1	1		
60 - 64			1	4		
55 - 59	1	6	4	2		
50 - 54	1	8	11	3		
45 - 49	3	7	6	3	1	
40 - 44	2	16	7	2		
35 - 39	5	7	1			
34 or less	4					

With an average intelligence level of 47.0 there is a wide dispersion range: 20% or more had a level of 55, while 6% had 34 or less.

Diagram 2

Intelligence level	Achievement level						N = 506
	3-4	5-6	7-8	9-10	11-12	13-14	15
70 or more					7	11	5
65 - 69				3	11	19	15
60 - 64			1	11	40	31	26
55 - 59			1	25	63	29	13
50 - 54			7	22	28	8	1
45 - 49		2	1	9	9	1	1
40 - 44		1	1	3	3	1	
35 - 39					1		
34 or less		1					

The average intelligence level is 53.0; there is a far lower range of dispersion.

Conclusions

Greater attention should be given to those trainees in the upper left section of Diagram 1, whose intelligence levels are above average rather than to the over-all low average. Measures should be introduced to improve co-operation between general education schools and vocational schools so as to assist in identifying the general ability level of trainees. More attention should be given in organising vocational training activities to the relationship between intelligence level and occupational aptitudes. Improved teaching methods should be developed to cater for the individual needs of trainees.

In referring to this abstract please quote N° L 224	Trainee	Sector Education	ISCO	CIRF	Country Uganda
	-	931	-	14	676.1

Author: -

Title: Decree 7 of 1973: The National Curriculum Development Centre Decree

Bibliographical references: The Uganda Gazette, Entebbe, Vol. 66, No. 13, 23 March 1973: Supplement - Decrees, p. 17-33.

Translation

Subject analysis

Decree to set up a Curriculum Development Centre: functions; composition and functions of the Centre's administrative and policy setting bodies; staffing; financial provisions. [This abstract deals mainly with the composition and functions of the Centre and its constituent bodies.]

Contents analysis

On 15 March 1973 the National Curriculum Development Centre was set up by Decree with the following functions:

- to investigate and evaluate the need for syllabus revision and curriculum reform at all levels of education, including pre-school and post-school education and teacher education;
- to initiate new syllabi, revise existing ones and carry out curriculum reform, research, testing and evaluation generally;
- to draft teaching schemes, textbooks, teachers' manuals and examination syllabi and to devise, test and evaluate examination questions and methods, in co-operation with teaching institutions and examining bodies;
- to design and develop teaching aids and instructional materials;
- to organise and conduct in-service courses of instruction for the acquisition of knowledge and professional skill by persons intending or required to teach new courses developed at the Centre;
- to organise and conduct courses in the objectives and methods of curriculum development, and hold seminars and conferences on curriculum development projects and problems;
- to collect, compile, analyse and abstract relevant statistical data;
- to publish information, bulletins, digests, periodicals or other written material on curriculum development and related questions, and generally to disseminate and promote knowledge and understanding of new curricula, teaching methods and aids;
- such other functions as the Minister responsible for education may specify by statutory Order.

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The administrative and management policy of the Centre shall be determined by a Council comprising: (a) 18 members representing specified ministries and educational bodies as well as a representative of the National Federation of Uganda Employees; (b) not more than 3 members appointed by the Minister, selected for their experience in the practice and administration of education.

There shall also be an Academic Steering Board, consisting of 13 members responsible for the detailed planning, implementation and supervision of curriculum development projects, training courses and other activities of the Centre as well as the objectives of the curriculum development projects undertaken at the Centre.

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