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ABSTRACT

Abstracts of material covering a variety of topics regarding vocational and labor development throughout the world are presented in the fifth dispatch. Noted, in particular, are publications regarding management and relations between school and the world of work. The first section, News in Brief, contains 34 items from around the world under the following headings: Forthcoming Events, New Policies, Management, Methods and Media, Research, Women, Terminology, Bibliographies, Information and Documentation, and For the Bookshelf. The second section contains 19 substantive abstracts of various publications which present the author, title, bibliographical references, translation if necessary, subject analysis, and contents analysis. A list of seven periodical publications from various countries that have already been abstracted is included. (LH)

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T & D

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Publications

F & P

**INTERNATIONAL LABOUR OFFICE
BUREAU INTERNATIONAL DU TRAVAIL**

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Contents of this despatch :

This fifth despatch of T & D Abstracts contains, in addition to 34 items under the section "News in Brief", 19 substantive abstracts.

Note, in particular, the following :

Management

Africa	11/B 64064
Canada	5/B 64768
Hungary	2/L 270
United Kingdom,	6/B 64872

Relations school/world of work

Italy	2/B 64865
Sweden	13/B 64763

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Ce cinquième envoi de Résumés F & P contient 19 Résumés, en plus des 34 sujets traités dans la rubrique « En bref ».

Voir spécialement :

Cadres dirigeants

Afrique	11/B 64064
Canada	5/B 64768
Hongrie	2/L 270
Royaume-Uni	6/B 64872

Relation école/monde du travail

Italie	2/B 64865
Suède	13/B 64763

Pour obtenir des exemplaires supplémentaires de la brochure reproduisant les textes de la convention et de la recommandation concernant le rôle de l'orientation et de la formation professionnelles dans la mise en valeur des ressources humaines, écrire à :

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Forthcoming events

OUT-OF-SCHOOL PRIMARY EDUCATION - Addis Ababa, 110
15-19 September

Sixteen african countries, eight from French speaking and eight from the English speaking areas, will be taking part in a regional seminar on different types of out-of-school education at primary school level. Organised by UNESCO, the seminar is to be held at Addis Ababa, Ethiopia, from 15 to 19 September 1975. It will examine ways and means of devising types of education other than traditional formal school education, geared specially to young people and adults from rural areas who have not been able to go to primary school in the normal way.

UNESCO, 7 Place Fontenoy, F-75700 Paris.

BACIE ANNUAL CONFERENCE - Cambridge, 16-18 September 111

The 1975 annual conference of the British Association for Commercial and Industrial Education is being held from 16-18 September 1975 at St. John's College, United Kingdom. Under the title "Educated for What?" the Conference will provide a forum to discuss the purpose of the education system. Educators and industrialists will give their points of view. The Conference will split into five groups to discuss various aspects of the education/industry interface. The starting point for each discussion group will be a provocative statement and two invited speakers will consider: the aims of the education system; day release for young people; work experience for teachers, vocational guidance; and the syllabus in higher education.

Conference Secretary, British Association for Commercial and Industrial Education, 16 Park Crescent, London W1N 4AP, United Kingdom.

INDUSTRIALISATION IN RURAL AREAS - Pitesti, 21 September- 112
1 October

The Social Affairs Division of the European Office of the United Nations at Geneva is organising, in collaboration with the Rumanian Academy of Social

and Political Science, a seminar on "industrialisation in rural areas: its impact on the individual and on the community". The seminar will take place at Pitesti, Rumania, from 21 September to 1 October 1975. Four specialists will present papers on industrialisation in rural areas in Europe. The seminar will also have before it a monograph on industrialisation in the Pitesti area and a report on the conclusions of a group of experts from the United Nations which met at Bucarest in 1973.

United Nations European Office, Social Affairs Division, CH-1211 Genève 10.

TRAINING AND FURTHER TRAINING FOR THE TOURIST INDUSTRY - Salzburg, 8-10 October 113

Austrian, French, German and Swiss specialists in the hotel and tourist industry will be meeting in Salzburg, Austria, from 8 to 10 October 1975 to study various aspects of training for the industry. There are three main items on the agenda for the meeting: quantitative and qualitative aspects of initial and further training; steps which have been taken to provide such training in European countries; the training of training officers. Working languages are French and German.

European Institute for Vocational Training, Tour horizon, 52 Quai national, F-92806 Puteaux.

INTERNATIONAL TRANSPORT - Paris, 15-17 October 114

The second European seminar on international transport will take place in Paris, France, from 15 to 17 October 1975. Some sixty senior management staff of transport undertakings are expected to attend the seminar, which is to study problems connected with transport to countries of the Near and Middle East. Working languages are English, French and German.

European Institute for Vocational Training, Tour horizon, 52 Quai national, F-92806 Puteaux.

SCHOLA NOVA - Brno, 13-19 November 115

An exhibition of teaching methods and media will be held from the 13 to 19 November 1975 in Brno, Czechoslovakia. The exhibition will include a display of teaching materials and aids, text books, audio-visual equipment and learning systems for use in pre-school and school programmes.

Fairs and Exhibitions, Výstaviště 1, 60200 Brno, Czechoslovakia.

New policies

MINERS' WORK AND TRAINING - ILO

116

Government, employer and worker participants from 20 countries attended the Third ILO Tripartite Technical Meeting for Mines Other than Coal Mines held in Geneva from 6 to 16 May 1975. They recommended that governments and employers' and workers' organisations should share the responsibility for planning and implementation of career-oriented training and education schemes. Access to continuing training should be provided within the context of social policies. As regards training and retraining in developing countries the consensus of the meeting was that greater use should be made of the expertise of foreign specialists in training programmes for national workers. Delegates also recommended that studies should be carried out by the ILO into working conditions and safety and health problems in sea-bed and exploration.

International Labour Office, Industrial Activities Branch, CH-1211 Genève 22.

WCOTP SEMINAR ON EDUCATION FOR 16-19 AGE GROUP

117

The advantages enjoyed in the past by young people who are academically oriented and the lack of motivation of others for education must be eliminated in the educational patterns of the future. These were the underlying themes of the discussions and conclusions of the WCOTP European Seminar held at the Hanasaari Cultural Centre in Espoo, near Helsinki, Finland, from 5 to 10 May 1975. Seminar participants considered a range of measures to counteract the pattern of deprivation characterising many less able young people in the 16-19 age group. These included provisions for young people in employment to return to full-time education at a later date, recognition of professional qualifications in salary scales so as to increase motivation to study, development of teaching methods which take into account the various forms of intelligence, the introduction of national educational policies aimed at eliminating differences between social groups, the inclusion of prevocational education during compulsory schooling and improved vocational guidance services.

World Confederation of Organisations of the Teaching Profession (WCOTP), 5 ch. du Moulin, CH-1110 Morges.

BILL FOR THE REFORM OF VOCATIONAL TRAINING - GFR

118

In line with action already initiated by the 1969 Vocational Training Law the new reform Bill sets out to reinforce public responsibility in this field. The main provisions relate to: improving measures governing the regulation of initial and further training, training premises, training staff, examinations and contracts; establishing a system for financing training which will ensure an adequate number of training places; organising a statistical service to provide the necessary data for planning training; improving the administration of training.

Although considering the Bill deficient in certain respects, particularly with regard to financing and organisation, the German Federation of Trade Unions supports the Government proposals.

The German Council for Industry and Commerce (Deutscher Industrie - und Handelstag) sees the proposals in terms of threatening the existing system of vocational training with increased bureaucratic control and with a takeover by the school system. As for the Central Federation of Artisan Trades (Zentralverband des deutschen Handwerks) it cannot support the draft reform which it sees as destroying the existing dual system.

The draft Bill which will be debated in Parliament in September was rejected by the Federal Council (Bundesrat) on final reading.

Gesetzentwurf der Bundesregierung: Entwurf des Berufsbildungsgesetzes (BBiG), Bundesrat, Bonn, 18 April 1975, (Document 160/75), 105 p.

TRAINING-CUM-EMPLOYMENT CONTRACT FOR YOUNG PEOPLE - France

119

In order to combat unemployment the French Government is encouraging employers to offer young job seekers of 16 to 25 years of age employment-cum-training contracts of at least 6 months' duration. According to the terms of the contract the young people will be able to enter a period of full-time or part-time practical training. The organisation, purpose, duration and nature of the training period will be specified in an agreement concluded between the State and the employers. The Government will pay all or part of the costs of the training period and will award allowances varying according to the duration of the period, from 30% to 100% of the growth-related minimum guaranteed wage. Such contracts may be offered up to 31 December 1975.

Decree No. 74-437, 4 June 1975, Enseignement et formation professionnelle, J.O. 1465/5, 10 June 1975, p. 2-3.

VOCATIONAL/TECHNICAL COURSES AT UNIVERSITY LEVEL - Sweden

120

Experimental university level courses of vocational/technical education (yrkesteknisk högskoleutbildning) will begin this year in 8 industrial centres in Sweden. The courses relate to major industries: iron and steel, engineering, clothing, wood, food, paper and pulp industries. The programmes will be co-ordinated by the Office of the Chancellor of Universities. Admission criteria include completed vocational secondary school or the equivalent in experience plus for years of practical experience in the occupation concerned. The duration of studies will be two or three terms in the first, experimental phase - additional phases will be planned later. Courses may be organised in shorter block periods alternating with employment.

U68: Försöksverksamhet med yrkesteknisk högskoleutbildning, SOU 1973: 12, Stockholm, 1973, 178 p. and Proposition to Parliament No. 1975:9, Chapters 9 and 12:2.

PROPOSED VOCATIONAL EDUCATION LEGISLATION -USA

121

A new bill to extend and amend existing vocational legislation will be under consideration by the US Congress towards the end of 1975. The new bill extends the vocational education amendments of 1968 for a further period with respect to the responsibilities of the national and state advisory councils, disadvantaged persons, economically depressed areas, work-study programmes for the unemployed, curriculum development, research and teacher training. Other parts dealing with career guidance and the evaluation of existing programmes and policies are re-emphasised and strengthened. For the first time provisions for the Office of Education to provide leadership education for vocational education administrators, educational boards and other public groups are included in the Bill.

Bill to amend and extend the Vocational Education Act of 1963, 94th Congress, 1st Session, H. R. 3037, 6 Feb., 1975, 70 p.

Management

MANAGEMENT TRAINING FOR DEVELOPING COUNTRIES

122

More than 450 courses and periods of practical training are organised for administrative and technical staff and plant managers from the developing countries. The training offered may run from several days to several

months. This inventory supplies information on: the field of training and the syllabi, where the course will take place, who is organising it, the date and duration of the course, admission and inscription requirements, study costs. The first part of the inventory groups together the training opportunities (by branch of industry) offered by the United Nations Industrial Development Organisation; the second part lists those offered by various institutions for different industrial functions, the third lists other training opportunities. The information is given either in French, English or Spanish.

Aperçu des moyens de formation, UNIDO, P. O. Box 707, A-1001 Wien, 1974, 72 p.

SIMULATING MANAGEMENT

123

The book is intended, in particular, for people who are trying to construct simulation models for management training and those who use them. Instead of describing the construction of a simulation model, the authors have tried rather to reflect on the objectives of the model and how to use it. The first two parts of the book are devoted to the consideration of these two aspects. The third part studies current limitations on management simulation and describes a conversational model which, accompanied by a data bank, attempts to overcome these limitations. The book is the outcome of several years experience of teaching management sciences at the Business Management Institute (Institut d'Administration des Entreprises) at Grenoble, France.

BALLAZ, B., BINET, P., GIROD, P., MICHALLAT, R., La simulation de gestion, moyen de formation des cadres, Presses universitaires de France, Paris, 1974, 197 p.

REFORMS FOR EDUCATING MANAGEMENT - New Zealand

124

A national advisory committee under the direction of the Vocational Training Council is to be set up to improve and rationalise management education and training in New Zealand. The establishment of such a committee is the result of recommendations made at the second National Conference on Management sponsored by the Vocational Training Council and the New Zealand Institute of Management. Once established the Advisory Committee will consider ways of implementing other recommendations made by the Conference. These included the setting-up of advisory bureaux for small businesses, the rationalisation of existing management education and training courses, the inclusion of subjects dealing with the needs of a multi-racial labour force in such courses, and the development of courses for owner-managers.

tion received from the Vocational Training Council, Wellington, New

TRAINING FOR MANAGERS IN INDUSTRY - UK

125

A new training scheme has been introduced by the Institute of Works Managers which specialises in training line managers for industry. At the higher levels, it has been specifically designed to meet the individual career needs of industrial managers ranging from supervisors to top executives. The programme comprises three stages leading successively to a certificate in industrial management, then to a diploma and culminating in an advanced diploma which has been recognised by the Government as being equivalent to a university degree. The syllabus is broad, ranging from studies in production statistics and economics, to courses in psychology, sociology and industrial relations. Each stage puts strong emphasis on practical work, through case studies, group activities and project reports. At the advanced diploma level, almost the entire course consists of a major written project involving practical research.

The Training Officer, Manchester, Vol. 11, No. 5, May 1975, p. 148.

"WHERE CAN I LEARN MANAGEMENT?" - UK

126

The Learning Resources Unit of Sheffield Polytechnic, United Kingdom, is preparing a Register of learning resources for management education. Volume I contains information on management teachers and instructors while Volume II itemizes material resources, such as the producers and distributors of learning aids and the facilities available within various institutions. There is also a section listing "home-made" resources developed by individual management teachers and consultants. Both volumes have two subject indexes based on "keywords" and "areas of interest".

Learning Resources Unit, Regional Management Centre, Sheffield Polytechnic, Sheffield, United Kingdom.

TRAINING THE MANAGEMENT DEVELOPMENT ADVISER - UK

127

An increasing number of organisations are employing a Management Development Adviser, but, until recently, no professional training was available in this field. On the initiative of the Training Services Agency, a number of management education institutions were asked to submit designs for training programmes. Ashridge Management College's design was accepted and so far three experimental courses have been run. Training is tailored to the specific organisational needs of each participant and a substantial part of the course is given up to such an analysis. As a result of experience with the programme and an on-going evaluation being conducted for each participant

on each programme, it is hope, shortly, to publish findings on the role and functions of management development advisers.

Industrial Training International, London, Vol. 10, No. 4, April 1975, p. 115-117.

DEVELOPMENT OF IN-SERVICE MANAGEMENT TRAINING - USA 128

An industry-wide shortage of qualified supervisory staff is forcing the management of many companies to recognise the value of in-service supervisory training programmes. This book is designed as a manual to help those concerned with developing and implementing such programmes. It describes the various steps involved emphasising the importance of establishing training objectives and outlining techniques for use in assigning the responsibility for training programmes, selecting trainees, establishing training facilities and appointing qualified trainers. It includes chapters on training methodology and evaluation as well as a detailed outline of a supervisory training curriculum.

SEDMARK, D. C. , Los Angeles, Cal. , Davlin Publications, Inc. , 1975, 111 p.

LEADERSHIP AND EFFECTIVE MANAGEMENT -USA 129

The definition of leadership effectiveness is a problem on which theorists differ. Here it is dealt with in terms of "how well the leader's group performs its assigned functions". It offers a theory of leadership and managerial effectiveness which seeks to integrate person, process and situation. This theory suggests that leadership behaviour is more strongly determined by the situation than by what the individual would like to do or ought to do. This has important repercussions on training. If leadership behaviour is determined primarily by the situation, then training a leader to behave in a certain way may be a very inefficient method for making him perform better. From such a provocative premise the authors go on to discuss new options for improving leadership performance.

FIELDER, F. E. , CHEMERS, M. M. , Leadership and effective management, Glenview, Ill. , Scott, Foresman and Company, 1974, 166 p.

Methods and media

PROGRAMMED INSTRUCTION - Italy

130

As part of its experimental activities the Institute for the Vocational Training of Workers (Istituto per lo sviluppo della formazione professionale dei lavoratori - ISFOL) has launched an experimental project to produce and supply modular training programmes. These programmes are intended, in the first instance, for the initial and further training of instructors in training centres. The project should contribute primarily to improving the training of middle-level management particularly in small and medium-sized undertakings. The main part of the journal is taken up by a description of project objectives and new teaching methods which have been developed to meet these objectives.

Software didattico per gli operatori di formazione, Quaderni di formazione, Roma, No. 8, October 1974, 127 p.

CAREER OPPORTUNITIES THROUGH SHORTHAND - USA

131

Shorthand classwork can be used for meaningful career education activities. One way is to use dictation and transcription exercises to convey information on the various secretarial careers and their requirements. For instance, medical, legal and public relations work will all have slightly different requirements. Students could also be asked to gather information about secretarial requirements in a field in which they were particularly interested and dictation material could be developed incorporating these requirements.

Business Education Forum, Reston, Va., Vol. 29, No. 7, April 1975, p. 4-5.

MULTI-IMAGE - USA

132

A new professional association, called the Association for Multi-Image (AMI), has been formed in the USA. Created to encourage growth of "multi-image" production in both education and industry, AMI plans to publish a production directory as well as a regular newsletter.

Carl Beckman, College of Library and Information Services, University of Maryland, College Park, Maryland 20742, USA.

Research

TRAINING SYSTEMS IN EUROPE AND IN THE UNITED STATES 133

Published at the request of the Ministry of Education and Science of the German Federal Republic, this report describes briefly the vocational training systems in various countries of Europe (both Eastern and Western Europe) and in the United States. The data assembled during 1973 and 1974 for each country, have been presented under the following headings: structure of the vocational education system, organisation and supervision, form and content of training, training staff, finance, current reforms.

WEMA Institut für Empirische Sozialforschung, Informatik und angewandte Kybernetik, Köln, 1974, 120 p.

EMPLOYMENT MARKET RESEARCH - Italy 134

The 1975 research programme of the Institute for the Vocational Training of Workers (Istituto per lo sviluppo della formazione professionale dei lavoratori - ISFOL) deals with the employment market and occupational developments. The programme, which is aimed at improving state action in the manpower and vocational training field, is hinged around three main objectives: the provision of comprehensive data on completed or current research in countries of the European community; the setting-up of a permanent information service on changing occupational developments in Italy; and the yearly publication of in-depth studies which will throw light on selected aspects of the employment market and world of work. The programme is described in the first issue of a journal published by ISFOL.

Il programma di documentazione, studi e ricerche per il 1975, Osservatorio sul mercato del lavoro e sulle professioni, Roma, No. 1, January 1975, p. 9-33.

PAID EDUCATIONAL LEAVE - United Kingdom 135

There is a general consensus in support for more varied educational opportunity at all stages of life and increasing discussion about providing such educational opportunities through "paid educational leave". This survey, commissioned by the Department of Education and Science, describes the situation regarding paid educational leave in three European countries: France, the Federal Republic of Germany and Sweden. It gives a comprehensive overview of organisational structures, legal provisions, financing

and teaching practices. It analyses the sometimes subtle distinctions between practices in these countries and assesses their impact in the direction of equalising educational opportunity and of increasing economic efficiency.

CHARNLEY, A. , Paid educational leave, St. Albans, Hart-Davis Educational, 1975, 148 p.

Women

COUNCIL OF EUROPE

136

A further contribution to eliminating barriers to women in the world of work comes in the form of a draft resolution inviting European governments to adopt a series of measures for achieving full equality at work between women and men. Drawn up by the Sub-Committee on Women at Work of the Council of Europe, the recommendations cover education and training, employment and the reconciliation of family and occupational responsibilities. It is also proposed that governments should be invited to report from time to time to the Secretary-General of the Council of Europe on the measures taken to carry out the provisions of the draft resolution.

Council of Europe, Strasbourg, Doc. CE/Soc (75) 2 + addendum, 21 February 1975.

EQUALITY BETWEEN MEN AND WOMEN WORKERS - EEC

137

Guidelines regarding equality between men and women workers, proposed by the Commission of the European Communities, are currently being studied by the various bodies of the EEC. The European parliament has adopted a resolution proposing some amendments to the draft which should, in particular, institute supervisory measures for ensuring implementation of the guidelines in all the member states.

Journal Officiel des Communautés européennes, Luxembourg, Vol. 18, No. C III, 20 May 1975, p. 13-15.

Terminology

GLOSSARY OF MANPOWER TERMINOLOGY - India

138

This glossary defines the terms currently being used in the field of manpower economics, particularly within the Indian context. Related terms and synonyms are included where considered appropriate. The glossary is intended for research workers, trainers and students.

Glossary of Manpower Terminology, Institute of Applied Manpower Research, New Delhi, 1974, 45 p.

Bibliographies

VOCATIONAL GUIDANCE IN FRANCE AND THE USA SINCE 1900

139

Some six hundred documents have been used to show the evolution of educational and vocational guidance, its underlying principles and organisation, the role and training of guidance counsellors, and the dissemination of occupational information and of data on the employment market. The items have been grouped alphabetically according to author; each reference is accompanied by a short text in English and in French. The bibliography also has a number of indexes - by author, subject, title of periodical, etc. It is likely to be found useful by all those - students, guidance counsellors, researchers, heads of educational institutions, industrial and governmental agencies - who are interested in questions relating to guidance in Europe and America.

VU-TU-HUONG, Catherine: L'orientation scolaire et professionnelle en France et aux Etats-Unis depuis 1900, Ottawa, Librairie Beauchemin, 1974, 314 p.

THE PEDAGOGIES OF VOCATIONAL EDUCATION

140

This bibliography contains some 850 items selected from the literature on the pedagogical aspects of vocational training published during the first half of 1973 in some thirty countries, principally the German Federal Republic, the Democratic Republic of Germany and the USSR. The volume contains various indexes: periodicals scanned, authors, key words, countries.

Berufspädagogische Literaturübersicht, Zentralinstitut für Berufsbildung der Deutschen Demokratischen Republik, Berlin, 1974, 191 p.

Information and documentation

WORLD DIRECTORY OF FORESTRY SCHOOLS - FAO

141

A new World List of Forestry Schools has been compiled by the Food and Agriculture Organization (FAO) of the United Nations. It is part of the forthcoming World Directory of Forestry Schools, to be completed in 1975. The information was obtained from surveys conducted by FAO in 1973 and 1974. The list, divided in two parts, covers university and other forestry schools functioning in FAO and UN Member Nations. The countries are grouped in regions, listed alphabetically. This directory is published in English, French and Spanish.

Food and Agricultural Organization, Forestry Department, Via delle Terme di Caracalla, I-00100 Rome.

For the bookshelf

ADVICE TO REDUNDANT SENIOR EXECUTIVES - UK

142

For a senior executive who has lost his job - or anyone else ambition who wants to change his job at senior level - conventional methods of finding another are often least likely to achieve success. This short practical handbook entitled "Finding another top job", published by the Institute of Personnel Management, deals with the particular difficulties experienced at senior level. The author outlines a marketing strategy for the redundant executive to follow which includes pursuing the task of looking for a job for eight hours a day as if it were a job in itself. This is not the time to brush up on languages, play golf or redecorate the house. As it may be the first time the executive has had to apply for a job, the author explains how to attack the job market, how to select companies worth approaching, how to write introductory letters, curricula vitae and follow-up letters, and how to conduct the interview itself.

LUBBOCK, B., Finding another top job, London Institute of Personnel Management, London, 1975, 48 p.

ORGANISATIONAL SYNDROMES AND PRODUCTIVE LEARNING

143

The purpose of training within an organisation is to contribute to that organisation's effectiveness. The observations in this book, which are based on

a survey of five large American organisations, show that the organisational environment has a direct influence of the effectiveness of training. After describing the forces within any organisation that enhance or block learning, the author identifies the main factors revealed in the survey which are conducive to successful learning. First, successful learning strategies balance attention given both to the organisational development process and the individual learning process; second, the development of subordinates is a high organisational priority; third, managers are accountable for the development of employees and are recognised for their accomplishments in this field. Given these prerequisites, productive learning must be designed to fit the needs of a particular organisation. There is no one ideal model.

SAINT, A. M. , Learning at work. Chicago, Ill. , Nelson-Hall Company, 1974, 332 p.

T & D	Level Highly skilled worker/fore- man	Sector -	Country Hungary	In referring to this abstract please quote No. 2/L 270
2			439	
Author: Title: Bibliographical references:	<p>A Minisztertanács 1062/1974. (XII. 24) számú határozata a munkások képzése és továbbképzése ösztönzésének egyes feladatairól</p> <p>Magyar Közlöny, Budapest, No. 99, 24 Dec. 1974, p. 1067-1068.</p>			
Translation of title:	Decree No. 1062/1974 of 24 December *			
Subject analysis	Decree defining the aims, conditions of admission and modalities of a new system for training highly skilled workers and middle-level supervisory staff.			
Contents analysis	<p>By the Decree of 24 December the Council of Ministers introduced a new system for the further training of skilled workers. Its object is to enable such workers to acquire the qualification of highly skilled worker or "master worker", and to prepare them for possible supervisory responsibilities. The system complements the system introduced in 1971 by government decision No. 1014 [Cf. Abstract No. 4 / B 49971, Vol. 12] and is intended to be developed in the most important occupations.</p> <p>The <u>further training to highly skilled worker level</u> is intended to provide the theoretical and practical qualifications the worker requires to operate in his occupation at master-worker level. It should thus establish a reserve of workers capable of occupying posts of charge-hand, foreman and other supervisory functions.</p> <p>The content of this further training must enable the trainees to acquire:</p> <ul style="list-style-type: none"> - up-to-date, high level technical knowledge (theoretical and practical) related to their occupation; - knowledge broadening their general education and their ideological and political understanding; - the basic knowledge required for directing groups of workers, giving technical and civic instruction to their colleagues and subordinates and possibly for performing other supervisory duties. <p>Priority as participants will, in the first place, be given to the most gifted skilled workers, nominated by their undertakings, who have about 5 years' experience in their jobs, who have completed at least common basic school and have qualifications which place them at least above category IV wage level. Skilled workers may also participate on request, with the approval of the undertaking.</p>			

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(cont'd)

At the end of this further training, participants take a theoretical and practical examination. If they pass it they will receive a certificate confirming their qualification as "master worker" and authorising them to use this title - e. g. "master fitter-assembler". The examination may also be taken by workers who have attained the required level by individual effort outside the official training courses.

The purpose of the new training in supervisory skills is to enable certain technicians with full secondary or with higher education and master workers selected from among the most able, to become specialists or middle-level supervisory staff having the technical and business qualifications, as well as the general, ideological and civic education to perform supervisory duties within the undertaking.

The content of this training must reflect the needs of the trade or the occupational specialisation and the educational level of the participants. The technical, ideological and civic concepts, as well as the managerial skills and their practical application, must be considered as a whole, while giving due weight to each.

In selecting participants for this training, special attention must be paid to skilled workers who have acquired the master worker qualification and those who are already working as foremen, irrespective of whether they hold the master worker qualification. Candidates must also have acquired a certain amount of practical experience. This training, too, must be available to the individual worker at his request, subject to the approval of his undertaking.

* Full title: Decree No. 1062/1974 of 24 December issued by the Council of Ministers, laying down certain requirements for the development of the training and further training of workers.

T & D	Level	Sector	Country	Italy	In referring to this abstract please quote No. 2/B 64865
2			45		
Author: Title: Bibliographical references:	Unione Nazionale dell'Istruzione Tecnica e Professionale (UNITESA) Scuola e contro scuola, le alternative possibili Roma, UNITESA, 1974, 123 p.				
Translation of title:	For and against the school: possible alternatives				
Subject analysis:	Brochure containing the papers presented at a Round Table on school and the world of work: alternatives to the traditional school system; the transfer from school to work; some suggestions for the future.				
Contents analysis: ILO T & D Publications, International Labour Office, CH-1211 Geneva 22, Switzerland	<p>Within the framework of the 3rd International Week on school education, 4-8 April 1974, a Round Table on the school in relation to the world of work was organised at Rome. The main purpose of the Round Table was to try to find ways of eliminating the separation of school and work. Some of the highlights of the Round Table are outlined below.</p> <p><u>The school at the crossroads.</u></p> <p>The education system, and the school in particular, is currently seeking a new identity. The crucial factor is no longer the population the school should serve but its very purpose. From the concept "school", current thinking is moving towards the concept "anti-school" and a host of radical theories (de-schooling, society without a school) indicative of rejection of school as an independent institution. A counter proposal - the concept of an "educative society" in the form of continuing or life-long education - has also sprung up. If one looks at training/education as a continuing process, then the division between education as such and the new concept of continuing education is eliminated and the acquisition of qualifications becomes a method of education. The ideas of training and of the acquisition of qualifications then can be expressed in terms of the knowledge oriented towards the educational process and that geared to the production process.</p> <p>The idea of introducing after compulsory schooling, an orientation cycle of two or three years duration, is no solution to the problem for it does not help to integrate the school into the world of work. Occupations and the relationship between man and work must therefore be re-defined either through restructuring traditional occupations or through identifying new criteria more in keeping with social needs.</p> <p><u>The gap between school and work.</u></p> <p>The gap between the school's primary concern with verbal and mental</p>				

skills and the practical skills required for work has arisen principally because:

- school has essentially been abstract and theoretical;
- technical education has not been linked with the production process;
- young people have not been given sufficient intellectual training to grasp the dynamics of production.

There is also an imbalance at secondary and higher education level between what the school offers and what is required of trained management staff on the employment market. The result is a downgrading of school diplomas. Furthermore the school syllabi do not promote occupational or social mobility and do not prepare young people for immediate entry into employment. Social and occupational advancement are becoming increasingly the domaine of specialised out-of-school institutions.

The right to paid educational leave, already acquired in the mechanical engineering trades [cf. abstract No. 4/B 61803, Vol. 13], provides a basis for rebuilding the educational system and closing the gap between its various parts.

	T & D 2	Level -	Sector -	Country Australia 94	In referring to this abstract please quote No. 2/B 64771
Author: Title: Bibliographical references:	<p>Report of Australian Interdepartmental Mission to study overseas manpower and industry policies and programmes</p> <p>Canberra, Australian Government Publishing Service, 1974, 172 p.</p>				
Translation of title:					
Subject analysis	<p>Report based on an examination of overseas practices and policies providing guidelines for the development of an active manpower policy: policies and trends as regards industry, social welfare and manpower policies and programmes in the countries visited; implications for Australia.</p>				
Contents analysis	<p>The Australian Interdepartmental Mission to study overseas manpower and industry policies and programmes, in a report published in 1974, presented its suggestions for a new approach to manpower questions.</p> <p>The aim was to provide information that could subsequently be used in the formulation of advice to the Government for the further development of active policies appropriate to Australia. The Mission visited eleven industrialised countries as well as a number of inter-governmental bodies and trade union internationals with headquarters in Europe.</p> <p>All the policies studied reflected an increased awareness that manpower planning should be directed to making the employment market operate not only more efficiently but also more humanely. Any manpower policy for Australia should reflect this awareness and in so doing should pay maximum attention to assisting the so-called "marginal groups". Essential features of such a policy are that it: (1) should be equally capable of coping with the full range of employment market situations, including "full employment" and "unemployment"; (2) must be an "active policy" in terms of providing a continuing range of programmes.</p> <p>The programmes themselves should be: administered with imagination and sensitivity; applicable on both a broad and a limited front; responsive to change; integrated with other economic and social programmes; capable of providing a wide range of options to both employers and employees for solving employment market problems. They should also reflect community interests and be supported by effective national administrative bodies - notably a national employment service.</p> <p>An active manpower policy for Australia will need to be developed progressively.</p> <p>The essential features of such a policy are outlined below.</p>				

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Administration of manpower policy. While supporting closer association of community interests with government in the development and implementation of manpower and related policies, the Mission felt that attention should not be diverted at this point of time into questions of substantial structural changes - such as separating day-to-day administration from policy-making. The greatest flexibility and speed in the application of manpower programmes (whether employment or training) were likely to be achieved by using the established framework of the Commonwealth Employment Service supported by more direct community involvement.

Employment market information. The Mission felt there was a need for: short-term assessments of employment market needs; increased research and evaluation of manpower programmes; the development of "early warning" systems as to likely upheaval in the employment market at both the national and local levels.

The new role of the Employment Service. Henceforth, the employment service must be concerned with the performance of, and correcting imbalances in, the employment market and extending the range of its services. In so doing, the range of services including counselling, vocational guidance, job placement, training and the dissemination of employment market information should be interrelated and organisationally integrated. An essential feature would be relocation assistance to workers.

Training as an instrument of manpower policy. The future development of training to the stage where it can be expected to operate as an effective tool of national manpower policy should be seen as a long-term objective of employment market policy.

Industry measures. Existing government advisory and consultative arrangements to report on structural changes affecting industries should be examined to determine whether they are serving adequately the special needs imposed by structural changes. In particular, there is a need for more attention to be paid to forecasting the nature and extent of structural changes.

	T & D 3	Level -	Sector -	Country USSR 47	In referring to this abstract please quote No. 3/B 66009
Author Title: Bibliographical references:	ZIKRINOV, F., KUJKOV, A. Organizovannoe trudoustrojstvo ulučšaet ispol'zovanie kadrov Socialističeskij Trud, Moskva, No. 2, Feb. 1975, p.111-118.				
Translation of title:	Improved manpower utilisation through organised placement.				
Subject analysis	Article on the work of the people's placement and information offices in Kazakhstan.				
Contents analysis	<p>People's placement and information offices have been functioning since 1969 in 44 towns of the Republic of Kazakhstan. They publish regular bulletins on the manpower needs of different sectors and on the occupations most in demand.</p> <p>More than 70% of all persons starting new jobs in 1973 were placed through these offices. A substantial proportion consisted of housewives working only in the home who, due to the information and placement service, have been absorbed into the ranks of social labour. Reserves of female labour have thus been brought into use.</p> <p>Before suggesting job openings to a worker, the placement offices carry out a thorough check into what was unsuitable in his previous jobs or into the reasons for his dismissal. In this way useful data are collected for studying the multiple factors contributing to labour turnover and for research in this field. The material is classified by sector, undertaking and occupation.</p> <p>Labour turnover is generally accompanied by a change in the occupation learnt by the worker and by labour shortfalls harmful to production. Due to their systematically updated manpower records the placement services are in a position to immediately offer a wide range of jobs in any given occupation and minimise the period of unemployment, thus counteracting any harmful effects of labour turnover.</p> <p>The offices are also the most important agency for vocational guidance, since they possess reliable information on the occupations, qualifications and numbers of workers required for the effective operation of the undertakings of Kazakhstan.</p>				

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T & D	Level	Sector	Country	In referring to this abstract please quote
3	-	-	Germany (Fed. Rep) 430. 2	No. 3/B 65109
Author Title: Bibliographical references	GRÜNER, G. Berufliches Gymnasium - eine Lösung für die Berufsnot der Abiturienten Die berufsbildende Schule. Wolfenbüttel, Vol. 27, No. 4, April 1975, p. 214-220			
Translation of title	The senior secondary vocational school - a solution to the dilemma of the secondary school certificate holder			
Subject analysis	Article proposing the creation of a new type of secondary school prepar- ing for university entry and also for direct entry into working life: prin- ciple; standards and subjects; drawbacks and ways of overcoming them.			
Contents analysis	<p>An increasing number of senior secondary school certificate holders (Abiturienten) have difficulty in obtaining a university place. One solution could be the creation of senior secondary vocational schools (berufliches Gymnasium) which would provide vocational training for occupations requiring fairly high theoretical standards, while still preparing for university entry if desired. In this way, students would have a genuine choice between university and employment.</p> <p>These senior secondary vocational schools would provide full-time education and would prepare students for careers in the following areas: occupations requiring predominantly theoretical qualifications (computer technician, draughtsman, etc.); laboratory assistants; administrative personnel; technicians. The theoretical standards of the instruction would enable the students to acquire a capacity for abstraction, for methodical thinking, for self-expression and mathematical understanding, which are necessary also for university studies.</p> <p>Among the subjects to be taught, along with more traditional subjects, would be: strength of materials, the functioning of machines, balance sheets, company accountancy, administrative law, etc.</p> <p>These schools would introduce a new qualificational level into the occupational structure of the Federal Republic, corresponding to that of the middle level management personnel trained in comparable schools in a number of other European countries.</p> <p>One of the main objections advanced against the proposal is that the new qualification would reduce the promotion opportunities of skilled workers trained within the undertaking, who would find themselves in competition with holders of a senior secondary vocational school diploma. To avert this danger, special vocational schools should be created which would enrol trainees at the end of their apprenticeship and enable them to obtain</p>			

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the senior secondary school vocational diploma after a relatively short course.

The senior secondary vocational schools should be organised in close collaboration with the various economic branches so as to assure job openings for those who chose to enter employment.

	T & D	Level	Sector	Country	In referring to this abstract please quote No. 4/L 271
	4	-	-	Algeria	65

Author: Title: Bibliographical references:	- D�cret No. 74-253 du 23 d�cembre 1974* Journal officiel de la R�publique alg�rienne d�mocratique et populaire, Alger, Vol. 14, No. 2, 7 jan. 1975, p. 12-13
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Translation of title:	Decree No. 74-253 of 23 December 1974*
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Subject analysis	Decree setting up personnel and training committees within socialist undertakings: composition; responsibilities for general recruitment policies and policies relating to personnel questions, staff recruitment and staff training; operation.
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Contents analysis	A Personnel and Training Committee is to be set up in all socialist undertakings. Each committee shall be composed of three to five members appointed for three years by the workers' assembly. Members of the assembly have priority, but any union member in the undertaking may be nominated. The Committee elect one of their number as chairman.
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	Each year, the Committee is responsible for studying job classifications (existing or in preparation) and the allocation of manpower; it also draws up a recruitment and training plan, by numbers and by level of qualification.
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	To meet the demand for new personnel the Committee prepares manpower forecasts: numbers to be recruited externally, posts to be filled by internal promotion or by specific training within the undertaking, posts to be filled by training contracts with training organisations.
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	On the basis of information supplied by management, the Committee examines recruiting methods, career plans and their fulfilment and also the methods of management by projection.
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	On behalf of the workers, the Committee supervises the vocational training service and oversees the execution of training contracts. It supervises the training programme within the undertaking and the external training plan.
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	The managing director of the undertaking must inform the Committee of every project for training or providing further training or updating for the personnel as well as giving full details as to the organisation of the vocational training service.
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The Committee is to meet at least once a month and, whenever necessary, at the request of the chairman. A summary of its conclusions is transmitted to the management council.

* Full titles:

French: Décret No. 74-253 du 23 décembre 1974 fixant les modalités de constitution, les attributions et le fonctionnement de la commission du personnel et de la formation dans les entreprises socialistes.

English: Decree No. 74-253 of 23 December 1974 prescribing the constitution, organisation and operation of the Personnel and Training Committee in socialist undertakings.

However, a reduction in productivity rates cannot automatically be introduced into all undertakings where the workers in question are more than 17 years of age; undertakings having this right are designated by the competent authorities. On the other hand, all undertakings employing young persons under 18 years of age trained in the general education system and having followed production training, short training courses or individualised or group training programmes, can reduce productivity rates by 20% during the first four months of employment.

3. Guaranteed employment in the occupation learnt

The undertakings must guarantee that young workers, allocated to them under the manpower plan, who have followed full-time or evening courses in vocational schools must be assigned jobs corresponding to the type and level of their occupational qualifications. This rule also applies to young technicians and highly skilled workers trained in the secondary school system and to technicians who have followed part-time training.

Workers trained within the undertaking must also be offered jobs corresponding to the qualifications obtained.

	T & D	Level	Sector	Country	In referring to this abstract please quote No. 4/B 64445
	4	-	-	Germany (Fed. Rep) 430.2	
Author: Title: Bibliographical references:	<p>ZABECK, J.</p> <p>Die Berufsakademie - Zum Problem der pädagogischen Legitimation eines Innovationsversuchs im Bildungswesen</p> <p>Die Deutsche Berufs- und Fachschule, Wiesbaden, Vol. 71, No. 2, Feb. 1975, p. 109-118.</p>				
Translation of title:	The university vocational education institute: a valid educational innovation?				
Subject analysis	Article on the experimental university vocational education institutes in the Federal Republic of Germany: their innovatory character, their pedagogical validity, their contradictions.				
Contents analysis	<p>Since October 1974 university vocational education institutes (Berufsakademie) have been operating in Mannheim and Stuttgart. The institutes provide both related theoretical instruction and practical instruction in undertakings, in the same way as in the dualist apprenticeship system. Two criticisms have been levelled at them: (1) they are not really an innovation; (2) they cannot be justified pedagogically.</p> <p>1. The university vocational education institute is innovatory to the extent that it links the senior secondary school certificate obtained by young people who have opted for practical work with the theoretical and practical demands of the employment system. Viewed in the light of the systems theory, the point of the university vocational education institute lies in its ability to bring about a better match between the educational characteristics of the individual and the demands of the employment system and other sub-systems.</p> <p>2. The setting up of the university vocational education institutes is justified by the existence in the employment system of functions which, while demanding theoretical application cannot be catered for by purely theoretical training divorced from practice. The existence of these institutes establishes at the higher education level, the principle of the functional differentiation of teaching and they raise the status of vocational training, as a whole, by improving the level of the dualist system. Furthermore, they reduce the monopoly of the State in the field of university education. Because of these characteristics, the institutes as such provide a counter-current to progressive theories based on the principles of equality of opportunity and the integration of educational streams. The pedagogical aim of the institutes does not derive from any over-all concept of social policy. The aim is not to emancipate the individual, in the hope of eventually establishing a classless society from which all unequal relationships have been eliminated, but rather to integrate the</p>				

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individual into existing structures and help him to play his part in a competitive society.

True to its basic concepts and in the teaching tradition of Pestalozzi, the university vocational education institute will help the individual to adapt to the world as it is, by recruiting secondary school certificate holders who have been formed by previous decisions of educational policy and giving them access to an occupational field.

The concept of the university vocational education institute is not free from contradictions, particularly as regards both its harmonising role, at individual and community level, between the educational system and the employment system and its claim to equality with other university institutes, which could lead it to abandon its specific features.

These contradictions can be overcome provided that one has the courage to declare oneself a firm partisan of the principle of educational differentiation and its consequences, and that one does not expect from the institutes results which they cannot give - in particular, a solution to the problem of the plethora of certificates at secondary school level.

	T & D	Level	Sector	Country	In referring to this abstract please quote No. 5/B 64871
	5	-	-	United States	73
Author. Title: Bibliographical references:	<p>SALINGER, Ruth D. Why training fails</p> <p>Training, New York, Vol 12, No. 2, Feb. 1975, p. 28-33.</p>				
Translation of title:					
Subject analysis	<p>Article on a study carried out to identify impediments to training action with government agencies: methodology; identification of the disincentive cycle; suggested remedy.</p>				
Contents analysis	<p>In 1973 the Bureau of Training of the US Civil Service Commission completed a survey into the factors preventing effective training. Findings from previous studies were analysed and in-depth studies of three Federal agencies were carried out by means of a supervisor/employee questionnaire and individual interviews.</p> <p>The findings revealed a consistent pattern of a number of major disincentives to training which reduce the amount of training that takes place.</p> <ol style="list-style-type: none"> 1. Benefits of training and development are not clear to top management with the result that resources tend to be concentrated in other areas where the returns are more evident. 2. Lacking knowledge about the effects of training, top management rarely rewards managers for carrying out effective training and development or plans and budgets systematically for such training. 3. Without appropriate guidance from top management, managers are not able systematically to set aside time and money for the training and development of their employees. Furthermore, without the appropriate planning at all levels, supervisors often find that production requirements preclude sending their employees to take training and development. 4. Supervisors and managers train and develop employees unsystematically and mostly for short-term objectives - because of the immediate return evident by this type of training. <p>The following also constitute disincentives and have a detrimental effect on the quality of training: imprecise behavioural objectives; training programmes which run counter to organisational practices; difficulty in obtaining information about external programmes; financial restrictions which impair effectiveness; trainers being able to give only limited counselling and consulting services to the rest of the organisation.</p>				

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Feedback since the study was completed indicates that state and local governments as well as private industries and businesses, are subject to similar factors impeding effective training and development.

Two main cycles result from these disincentives - the influence of top management in creating training impediments of disincentives and the limited role now played by the trainer as a consultant to management. The term "consultant" refers to those activities concerned with discussing training-related problems with top management, managers and supervisors, and employees. The study showed that trainers are not prepared either educationally or experientially to take on the role of consultant.

Minimising these disincentives to training action depends on two main areas. First, there is need for measures of productivity in an organisation and secondly, there is a need for ways of measuring the influence of training and development on the productivity. Based on productivity measures, decisions to train can be made as an investment in human capital, and in essentially the same terms as any other capital investment decision. Such productivity measures need to be present in individual units, not just on an over-all organisational basis. With measurements at the unit level, a direct, specific relationship can be observed between training and outputs. Training then becomes a consideration to the extent that it affects the achievement of organisational goals.

Minimising disincentives also depends to a large extent on the expanded role of the trainer as a consultant. This means that the trainer needs to understand the work of the organisation, the nature of the workforce and the special characteristics of a work unit. Once trainers can successfully demonstrate to managers that there is a positive return on such consultation, then the "disincentive cycle" has been broken.

	T & D	Level Management	Sector -	Country Canada	In referring to this abstract please quote No. 5/B 64768
	5			71	
Author: Title: Bibliographical references:	<p>MOORE, Joy. LAVERY, F. Positive action for integrating women into management</p> <p>The Canadian Personnel and Industrial Relations Journal, Toronto, Vol. 22, No. 2, March 1975. p. 15-21.</p>				
Translation of title:					
Subject analysis	<p>Article on an action programme for integrating women into management positions within an organisation: need for top management support; objectives; responsibility; training; staffing and procedures.</p>				
Contents analysis	<p>Analysis of the drastically changing life pattern of women reinforces the view that women will expect and demand action which ensures equality. In addition, a productivity crisis exists which can be met only by effective management and maximum utilisation of human resources. An action programme directed at integrating women into management is not only socially responsible but makes economic sense. The steps described below provide guidelines for such a programme.</p> <ol style="list-style-type: none"> 1. <u>Senior executive involvement</u>: Senior executives must participate personally in any action programme aimed at increasing female participation in management. Personal involvement is the measure of commitment. 2. <u>Programme management</u>: Responsibility for the implementation of such a programme should be in the hands of a senior executive supplied with adequate funds and staff. In the early stages, positive action is a full-time responsibility and the person selected should be released from other duties. 3. <u>Task force</u>: Preliminary planning is done most effectively by a task force with male and female members. Effectiveness and prestige of the task force will be increased if top management participates. The final selection of task force members is the responsibility of the programme manager. Both internal and external candidates should be considered for membership. 4. <u>Human resource analysis</u>: The following data will be needed to implement the programme: (1) number of women in managerial/professional positions by levels, salary ranges, function, staff and seniority; (2) estimated number and type of such positions which will be vacant in the short run (1 year) and the long run (5 years); (3) the availability and potential within the organisation to fill such positions; (4) regional and national 				

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trends on women's employment.

5. Objectives: Numerical staffing objectives can lead to unsuitable candidates if quantity becomes more important than quality. Nevertheless, measurable objectives are a necessity. Objectives set within a range of minimum acceptable, target and maximum, provide additional flexibility. Quantity indicators should emphasise the need to create a base of experience at the supervisory and middle-management level. Some women in senior positions do not perform adequately because they lack preparatory experience.

6. Staffing: The majority of women managers are in administrative positions. Staffing action should include a system which moves effective women through administrative positions to operational positions. However, when sex becomes a major factor for appointment or promotion, reverse discrimination is in operation. A well designed assessment centre will reduce discrimination and emphasise candidate selection/promotion based on capability and performance. In addition, such a centre can be used to identify potential and to determine training and development needs.

7. Training and development: A positive action programme requires considerable development interventions. Some possibilities are: inclusion of women on task forces, project teams and study groups; provision of operational experience for women; allocation of women to training and development programmes; careful selection of male managers who are to act as mentors to women who have shown managerial potential.

8. Policies, procedures and language: Removing discrimination towards women will be assisted by a conscious move to non-sexist language; revision of formal policies and procedures in such language will facilitate the orderly and progressive integration of women into management positions.

	T & D	Level	Sector	Country	In referring to this abstract please quote No. 5/B 64452
	5	-	-	United States 73	

Author: Title: Bibliographical references:	- Federal programs for education of the handicapped: issues and problems Washington, D. C. , US General Accounting Office, 1974, 67 p.
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Translation of title:	
Subject analysis	Report concerning the effectiveness of current programmes for the handicapped: identification of barriers in educating the handicapped; organisational structure; financing; evaluation; conclusions and recommendations.

Contents analysis	<p>Congressional concern over the responsiveness of Federal programmes in meeting educational needs of the handicapped led to a review of the major programmes administered by the Department of Health, Education and Welfare (HEW). These included special education, vocational education and vocational rehabilitation programmes. The review was carried out by the General Accounting Office (GAO). It covered State, regional and local programmes in the following states: Missouri, North Carolina, Oklahoma and Washington. It was based on a study of relevant documentation (legislation, regulations, programme policies, etc.), discussions with personnel at all levels and visits to education projects for the handicapped. This abstract deals with the findings, conclusions and recommendations of the review.</p> <p>Educators feel that 75% of the physically disabled and 90% of the mentally retarded could work if given the proper education and training. However, approximately 60% of the estimated 7 million handicapped children in the United States do not receive appropriate educational services. During 1971-72 only 16 states provided special educational services to more than 50% of their estimated school-aged handicapped population.</p> <p>In many instances appropriate educational services are not provided because the organisational system for special education is fragmented and unco-ordinated. Within HEW alone, there are 14 organisational units administering such programmes. Lack of reliable data about the handicapped, such as the types, severity and location, also contributes to low quality planning.</p> <p>The effectiveness of federal funding of education of the handicapped has been hampered by the lack of adequate planning at the State level, even though Congress has authorised specific funding for administration and planning of programmes. In some instances States have not used the</p>
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funds provided specifically for planning purposes. The result is that little effort has been made to identify needs as a basis for allocating the funds. There is therefore no assurance that funds are being allocated to areas of highest need.

A contributing factor to these weaknesses has been lack of effective evaluation. Evaluation systems of the Federal, State and local agencies responsible for administering federally supported education programmes for the handicapped have not provided information essential for effective programme management, and have not provided for adequate follow-up procedures. Many project evaluations have been based on the personal opinions of employees. For example, rather than providing information on quality of degree of success, data collected on programmes and projects has centred on statistics, such as numbers of children receiving educational services and dollars spent. Little information on programme results has been provided.

Recommendations

- Action to be taken by the Department of Health, Education and Welfare:
 - procedures should be implemented for systematic planning among organisations responsible for educating and training the handicapped;
 - A comprehensive plan should be developed with each organisation's responsibilities clearly defined. The plan should provide for:
 - (1) systematic collection of data on the handicapped including type, location and severity; types of service available; and programme results;
 - (2) development of a system for assisting the States to identify and establish priorities for the full range of comprehensive educational needs of the handicapped;
 - (3) establishment of effective programme and project monitoring and evaluation systems, including assessment of results against pre-determined objectives;
 - (4) establishment of procedures to re-direct programmes on the basis of evaluation results.

Action to be taken by Congress:

- legislation governing the allocation of Federal funds for the handicapped should be amended so as to make the granting of such funds dependent on a comprehensive State plan.
- any allocation factors in the legislation which may result in unequal opportunities to the handicapped should be eliminated; such factors include State population and per capita income figures which may not always accurately reflect a true index of need.

All trainees receive information about the level they have reached at meetings held at the college two or three times a year.

Acquisition of missing skills. The proper functioning of the system requires the institution of post-college arrangements to enable those who have not obtained certificates to complete their training.

Outcome of the experiment. The preparation of the skills profile resulted in updating the syllabi, especially the practical work. Teaching techniques were designed to help students to perform simple, concrete tasks as soon as possible so as to develop self confidence. In his words, independence of the trainees is progressively increased. Tailored to each individual, this type of instruction requires a prior assessment of the aptitudes of each trainee and an analysis of his behaviour, so that he may be given the help he needs to master the skills profile. The result has been an improvement in the motivation and participation of trainees. They recognise the advantages of consistently applying themselves to their work, since it spares them the examination. The continuous evaluation develops in them the capacity for self-evaluation.

In 1973, 67% of the trainees obtained a certificate without taking the examination and 5% after doing so. The figures for 1974 are much the same. The results are 3 to 4% better than those normally obtained in the same colleges.

Granted that it is too early to interpret the results, it would nonetheless appear that the adoption of this system would improve considerably the training given in technical colleges.

	T & D 6	Level Management	Sector -	Country United Kingdom 42	In referring to this abstract, please quote No. 6/B 64872
Author: Title: Bibliographical references:	FLANNERY, S. T., TROWELL, K. Management training and development in the Royal Dockyards Management Services in Government, London, Vol. 30, No. 1, Feb. 1975, p. 11-19.				
Translation of					
Subject analysis	Article on the introduction of a new management development programme based on a system of group communication which serves both the need for change and for personal involvement.				
Contents analysis	<p>The management training scheme at the Royal Dockyards is based on three training objectives which apply to each member of the staff. They are as follows:</p> <ol style="list-style-type: none"> (1) that he should do his particular job better, by the more effective use of the men, materials and capital equipment under his charge and by the maintenance of a high morale among his subordinates; (2) that he should be "prepared" for promotion; (3) that he should be able to bring an analytical attitude of mind to the problems of his job and his grade and make a worthwhile contribution to their solution. <p>In pursuit of these objectives both internal and external training facilities are used. To provide permanent facilities for internal training purposes, management training centres were set up in each dockyard as well as at headquarters. In addition, a Management Techniques and Training Research Unit was set up with the task of developing and conducting courses related to changing technology.</p> <p>Up to six years ago each management training centre was allowed to develop its own course material with little or no guidance from any central body. Newly appointed training officers were sent to varying outside agencies for training and experience and returned to translate their new-found knowledge as they felt appropriate. There arose, therefore, a clear need to adopt a basic common approach to the subject of management training.</p> <p>The approach finally adopted was based on research which identified what successful companies and their managers did as opposed to what inefficient organisations did or did not do. The result was a straightforward check-list of four management functions - Planning, Organising, Leading, Controlling (POLC) - broken down into 19 activities:</p>				

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Planning - forecasting, determining objectives, programming, scheduling, budgeting, policies, procedures;

Organising - determining structure, delegating, establishing relationships;

Leading - decision-making, communicating, motivating, selecting, developing;

Controlling - setting standards, measuring, evaluating, correcting.

This approach enabled a distinction to be made between management and operational functions and counteracted the tendency to give too much time to operational functions at the expense of management functions. Furthermore the concepts of planning, organising, leading and controlling in sideways and even upward directions became not only relevant but of vital importance. A further effect of the new training approach has been to put greater emphasis on senior, rather than junior management training. This approach has been put into practice by introducing a guided communication process down the management chain, and related to the actual job being done. Senior and middle management were formed into 42 groups of 12-15 managers, each group generally composed of a senior manager and his departmental subordinates. These groups met fortnightly with a Chief Management Training Officer to discuss particular aspects of management. The programme of 29 sessions over a period of 18 months was based on current management functions and activities. Each session comprised a theoretical presentation by the trainer followed by a discussion, led by the senior manager of the group, on the application of the theory to the group's work. Between the sessions the participants were given work assignments on individual and section improvement plans. Management objectives formed only one activity of the total programme and acquired status on its own merits.

The first phase of this programme has now been completed. Replies to a questionnaire survey to senior managers show that better group relationships are emerging and that groups were tending towards a much more critical look at themselves rather than blaming others. The next step is to involve junior management levels in a similar process. In this way it should be able to break down the strategies set at top level into a series of tactical plans, shorter in time span and much more detailed in content.

Advantages of the system.

The modular system has a number of advantages in addition to the general advantage of ensuring more standardised training. The training programme is equally suitable for adults as for young people. It makes it easier to plan training in the light of short-term requirements for specific employment needs and to adapt the teaching module accordingly. Highly specialised training required for a given job can be provided in a relatively short time since the worker has already had multi-purpose basic training as a preparation for the new specialisation.

[The article gives an outline of the structure and contents of the practical and theoretical training envisaged for the metal trade sector.]

T & D	Level	Sector	Country	In referring to this abstract please quote No. 8/B 65361
8	-	-	France	44

Author: Title: Bibliographical references:	DURAND. G. Formation professionnelle et conscience de classe Personnel, Paris, No. 177, March-April 1975, p. 24-27.
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Translation of title:	Vocational training and class consciousness
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Subject analysis	Article summarising results of an inquiry into trade unionists' attitudes to training: typical attitudes; relationship with individual trade union beliefs.
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Contents analysis	<p>An inquiry was conducted among 188 trade union militants divided equally between the General Confederation of Labour (Confédération générale du Travail, CGT) and the French Democratic Confederation of Labour (Confédération française démocratique du Travail, CFDT). The purpose was to compare attitudes towards training with views held on workers' participation in production objectives.</p> <p>1. <u>Attitude to training</u></p> <p>Four typical attitudes emerged.</p> <p>(a) Opposition on principle (15%): this group accused the management with monopolising gains effected through training or using it to encourage workers to identify their interests with those of the undertaking.</p> <p>(b) Participation on principle (22%): this group favoured the involvement of the unions in vocational training so that workers might benefit from technical progress. This positive approach was however qualified by reservations about actual results.</p> <p>(c) Opposition on practical grounds (40%): arising from alleged weaknesses in the organisation of vocational training, the principle not being questioned.</p> <p>(d) Practical participation (15%): this group put forward suggestions for training action or felt that existing training arrangements were worthwhile.</p> <p>2. <u>Relationship between attitudes to training and trade union philosophy</u></p> <p>Attitudes were compared with individual trade union beliefs. On the basis of replies to questions about union action in the undertaking (participation in setting production standards, attitude to systems of job assessment, negotiating procedures, etc.), individual union beliefs were grouped under</p>
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five headings: (1) protection of workers' interests, (2) belief in the class structure, (3) utilitarianism, (4) workers' control and (5) workers' participation.

The juxtaposition of beliefs with attitudes to training revealed certain constants. Participatory attitudes were found in all groups; even among those expressing opposition to training, attitudes favourable to participation exceeded 25%. Opposition on principle was weak in all groups except those believing in the class structure (28%). Opposition on practical grounds was the most widespread in all groups (44-52%) except among the adherents of workers' participation (0%). Criticisms were mainly of inadequate implementation or organisation of training and the refusal of employers to agree to union control over training procedures, which, it was felt, had led to arbitrary and discriminatory decisions.

	T & D	Level #	Sector	Country Germany (Fed. Rep.) 430.2	In referring to this abstract please quote No. 8/B 65080
Author: Title: Bibliographical references:	<p>FÖRNER, A.</p> <p>Ursachen-Diagnostik bei verhaltens- und lerngestörten Berufsschulern Wirtschaft und Erziehung, Wolfenbüttel, Vol. 27, No. 3, March 1975, p. 61-70.</p>				
Translation of title:	<p>Diagnosis of the cause of behavioural and learning disorders among vocational school pupils</p>				
Subject analysis	<p>Article on the role of vocation!! teachers in the recognition and treat- ment of behavioural disorders: definitions; types of disorders and identification of causes; observation and analysis; study of causes.</p>				
Contents analysis	<p>Vocational school teachers must be able to recognise behavioural and learning disorders among students which require corrective action, since the wrong approach by teaching staff, even though well intentioned, will harden abnormal behaviour.</p> <p>In the less serious, less complex cases, the teacher can discover the underlying causes of such disorders himself. To do so he must recognise certain symptoms and understand the methods to follow. Basic studies on behavioural and learning disorders are available for this purpose (cf. MULLER, R.G.E., CORRELL, W.).</p> <p>To remove or minimise the disorders, the teacher must first ascertain the causes, which may be of two types: endogenous (neuropathic or psychopathic constitution, disabilities, etc.) or exogenous (educational shortcomings, inadequacy or absence of family life, overwork, etc.). A final diagnosis calls for the collaboration of a doctor, a psychiatrist and a psychologist.</p> <p><u>I. Observation and definition</u></p> <p>To confirm that a pupil suffers from behavioural or learning disorders, his eccentricities must be observed and recorded, with the dates, over a certain period of time. A classification of behavioural disorders based on the work of O. Graefe is helpful at this stage. It defines five main groups of symptoms: (1) functional physiological difficulties, (2) abnormal physical habits, (3) difficulties of the ego and the tempera- ment, (4) difficulties in social relations and (5) difficulties with action and performance.</p> <p><u>II. Analysing the causes</u></p> <p>After having observed the symptoms an attempt must be made to trace</p>				

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the causes. This is made difficult by their number. In the first place, the teacher must have a scientific insight into the possible causes of behavioural difficulties (according to Bornemann's classification, for example). Secondly, through his own observations and through interviews with the pupil and the pupil's parents, he must assemble all the information he can which will help him to trace the cause.

To facilitate and standardise these two stages, the use of a master chart for observation and analysis is recommended, with symptoms listed as endogenous and exogenous.

III. Curative tasks of vocational school staffs

In cases of slight damage caused by the environment, the teacher can improve the pupil's behaviour by his teaching style and through out-of-school contacts. In serious cases of exogenous origin, a change of environment is generally indispensable. In all other and particularly in endogenous cases, a specialist must be consulted. To see that the needed care is given as soon as possible to young people suffering from such disorders is an important pedagogical task which constitutes a duty for all vocational school teachers.

[Example of anamnesis and diagnosis].

	T & D	Level Technician	Sector -	Country USSR	In referring to this abstract please quote No. 9/B 65983
	9			47	
Author: Title: Bibliographical references:	<p>ZUEV, V. K ekonomičeskoj ocenke rasshirennogo vosproizvodstva kadrov specialistov Ekonomičeskie Nauki, Moskva, No. 2, 1975, p. 84-89.</p>				
Translation of title:	The economic cost of increasing the output of specialists				
Subject analysis	Article giving an estimate of the economic cost of the increased output of specialists, based on the cost of technician training.				
Contents analysis	<p>A comparison of the number of specialists (technicians, engineers and other supervisory staff with secondary or university level instruction) in relation to the total labour force between 1969 and 1973 shows a certain slackening in the average annual growth rate of the total labour force while the number of specialists has continued to increase at a steady rate. Estimates of future manpower needs indicate that the growing number of specialists being trained will remain a constant trend and even accelerate.</p> <p>The cost of training a specialist in a specialised secondary education establishment, including technical colleges (tehnikum) increased by 14% during the 8-year period between 1961 and 1970, when the cost of full-time training for a technician reached an average of 520 roubles a year. This trend is due mainly to increased provision for salaries of teaching staff and grants to trainee technicians. The policy of the Government being to raise living standards generally, these allocations will continue to grow, and so in consequence will the cost of technician training.</p> <p>To obtain a more complete estimate of the economic cost of the increased output of technicians, a number of other factors, such as investment in the construction of technical colleges, must be taken into account. For example, in the four years 1969-1972, expenses related to such investment as a proportion of the total cost of training a technician rose by more than 20%. To this must be added other costs borne by the State including compensation to undertakings which supply technical colleges, free of charge, with machines and various types of equipment for training technicians. In addition, it has been calculated that the expenses the State must incur in order to provide all technical colleges with modern teaching equipment and to maintain existing equipment must be of the order of 300 million roubles a year.</p>				

T & D	Level Middle management	Sector -	Country Africa	In referring to this abstract please quote No. 11/B 64064
11				
Author: Title: Bibliographical references:	<p>Middle-level manpower requirements and training needs in African countries New York. United Nations Economic and Social Council, Economic Commission for Africa, Manpower and Training Section, 30 Sept. 1974: Doc. E/CN.14/WP.76/40, +2 p. (mimeo.)</p>			
Translation of title:				
Subject analysis	<p>Report on a survey of middle-level manpower requirements and training needs in African countries: current employment characteristics (occupa- tion, age, level of education); future requirements; education and train- ing policies required; conclusions and implications.</p>			

Contents analysis

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A study has been carried out by the Manpower and Training Section, Human Resources Development Division of the Economic Commission for Africa, to clarify some of the issues relating to middle-level manpower stocks, requirements and training policies as they relate to Africa. The study attempted to identify the characteristics of currently employed middle-level manpower in Africa (i. e. sex, education, etc.) and future requirements based on the information to be found in various national manpower reports, in particular, those from Cameroon, Ivory Coast, Malawi, Tanzania and Zambia. Special consideration was given to the potential role of middle-level manpower in rural development and to training policies necessary to turn out the middle-level skills required for the further development of African countries.

Because of lack of data and, in particular, the limited comparability between existing data, the study was not primarily quantitative in nature. The main conclusions and implications are outlined below.

- There are no generally agreed criteria relating to the characteristics of manpower which are to be counted as middle-level although there are many different types of manpower which clearly fall under this category. This implies that it will be difficult to arrive at general development policies for middle-level manpower as a whole. Detailed policies with respect to particular categories will be required.

- It is difficult to identify the present stock of middle-level manpower due to lack of statistical data. Even where global statistics do exist, it is almost never possible to find out other characteristics, such as age, sex, education, etc., associated with such employment. This lack of knowledge makes accurate forecasting of future needs liable to a high degree of error. Development efforts based on employment creation and the wide introduction of labour-intensive methods of production, however, are likely to increase manpower demand at this level.

- In all the countries reviewed there is significant employment of non-citizens in middle-level positions. This implies that an appreciable part of future requirements will be generated by the drive towards "localisation" or "Africanisation".

- As regards formal education, there is a need to rethink the necessary educational background of future entrants to middle-level positions, and to ensure that one of the goals of secondary education is to provide well-qualified entrants to middle-level technical occupations. This has further implications for teacher training and the development of vocational guidance services. Another priority is the development of machinery (e.g. some form of national training organ) which can bring together the interests of employers and the national interest in establishing the various forms of training required for the improvement of the labour force. Any new training structure must have its own built-in review mechanism, to facilitate quick response to the changing demand pattern for middle-level manpower.

- The first necessity is to develop much better information about the nature and extent of the existing stock of middle-level manpower, and its principal characteristics, by means of detailed manpower surveys. This will permit a better understanding of the deficiencies in the existing stock, a necessary first step in the formulation of remedial policies.

- Better knowledge of the current supply situation will also facilitate efforts to project future demand for middle-level manpower. Two areas for particular attention are the need to assess the impact of impending structural economic changes on the utilisation of middle-level manpower, and the need to examine the manpower demand implications of increased emphasis on employment creation as a goal of development. Such an emphasis implies different patterns of labour utilisation, and this will obviously have an effect on the future demand for middle-level manpower.

- Lastly, there is a need to develop better information on innovations in the education and training of middle-level manpower, and to develop means for its diffusion. Beyond this, both educators (including trainers) and employers should come together to devise new means of training which will satisfy the needs of the employers and of the economy.

	T & D	Level	Sector	Country Sweden	In referring to this abstract please quote No. 13/B 64763
	13			485	

Author: Title: Bibliographical references:	ANDERSSON, S., CHRISTIANSSON, L. Ett lokalt skolväsen och dess relation till närsamhälle och industri Stockholm, Liberläromedel, 1975: Utbildningsforskning Rapport No. 16, 114 p.
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Translation of title:	A local school system and its relationship to the local community and industry
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Subject analysis	Pilot study on problems in a local school system with particular emphasis on the relationship between secondary education/training, work and community life.
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Contents analysis	<p>A pilot study to identify the problems in the societal relationship of the secondary level educational system was carried out during 1972 and 1973 in the rural, paper and steel manufacturing town of Borlänge (pop. 47,000). The study dealt mainly with the junior and vocational secondary schools and with secondary level adult education programmes in industry.</p> <p>The study attempted to answer two main questions: (1) How do changes in the school system relate to changes in working life and in society as a whole? (2) How do changes in the skills and knowledge taught by the school relate to changing requirements in society? The objectives of the study included an attempt to develop elements of a theory which is directed towards the possibilities of the school to influence society.</p> <p>Informal interviews with teachers and social service staff in the community were followed by systematic interviews with secondary school teachers. A study of the production process at the local steel plant was supplemented by interviews with management, supervisors, technical staff and teachers at the vocational school. Draft interim reports were then prepared, circulated to all interested parties, and discussed with them. Although it was recognised that relationships between school and working life have more facets than those studied, limitations in time and resources prevented a more comprehensive study of the school system as a whole and of other workplaces.</p> <p>The relationships between theoretical and practical instruction in the school and between the school, the social environment and the socio-cultural milieu of the students emerge as central issues in any discussion concerning the future evolution of the school. Improvement in these relationships is likely to result in less "school fatigue" and a pedagogically and socially more effective school.</p>
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Many work problems derive from inadequate information and training. Engineers and technicians may know "why" problems occur but not how to cope with them. Workers know "how" but not necessarily "why". Pre-vocational training, on-the-job training and adult education must be reinforced to close such gaps. In particular, theoretical and practical instruction must be more closely integrated, initial training must be improved and a more effective way must be developed to keep experienced workers up to date with new developments. In addition, the practical experience of workers should be utilised more effectively through participation in problem-solving with management and research staff.

The vocational school must learn to mould theoretical and practical knowledge into a coherent whole and to develop the analytical skills of students. Priority should be given to instruction techniques which give students direct experience of working life. This is essential to maintain student motivation at school and to help them understand social and environmental relationships.

School fatigue at the senior level of the comprehensive school has been known since the 1950's and has proved insoluble during the sixties and seventies. It is most widespread during the 8th year of schooling. Its causes can be sought in the onset of puberty, oversize classes and the lack of co-ordination between theoretical studies and their practical application in working life. Researchers maintain that the latter is the fundamental cause.

A school that does not combine theoretical and practical instruction in such a way as to take into account the demands of working life risks losing contact with reality. Once cut off from reality a school creates its own problems which stem from the fact that its pupils do not know why they are in the classroom.

Research and development into teaching methods and techniques should be increasingly geared towards breaking down the dichotomy between theoretical knowledge and practical experience. It should focus on the long-term development of recurrent education and training within a local context. Research geared to local industry is important for decreasing the gap between school, working life and the immediate community. It is needed to complement central research and development work generalising on broader nation-wide educational issues.

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