

# DOCUMENT RESUME

ED 123 339

CE 006 890

TITLE T and D Publications. Volume 13, Number 7.  
INSTITUTION International Labour Office, Geneva (Switzerland).  
PUB DATE Jan 76  
NOTE 80p.

EDRS PRICE MF-\$0.83 HC-\$4.67 Plus Postage.  
DESCRIPTORS \*Abstracts; \*Adult Education; Foreign Countries;  
Labor Force; \*Management; Manpower Development;  
Manpower Utilization; Newsletters; Publications;  
Training; \*Vocational Education; Womens Education;  
\*Working Women

## ABSTRACT

Abstracts of material covering a variety of topics regarding vocational and labor development throughout the world are presented in the seventh dispatch. Noted, in particular, are publications regarding women in employment, management functions, recurrent education, and training and the social integration of the handicapped. The first section, News in Brief, contains 34 items from around the world under the following headings: Forthcoming Events, New Policies, New Institutions, Management, Research, Training Standards, Women, Methods and Media, Abstracts Services, and For the Bookshelf. The second section contains 20 substantive abstracts of various publications which present the author, title, bibliographical references, translation if necessary, subject analysis, and contents analysis. The issue also contains indexes for 1975 which include: numerical classification of countries; subject index; authors index; and index by country. A list of the 14 periodical publications from various countries that were abstracted for the first dispatch, 1976, is included. (LH)

\*\*\*\*\*  
\* Documents acquired by ERIC include many informal unpublished \*  
\* materials not available from other sources. ERIC makes every effort \*  
\* to obtain the best copy available. Nevertheless, items of marginal \*  
\* reproducibility are often encountered and this affects the quality \*  
\* of the microfiche and hardcopy reproductions ERIC makes available \*  
\* via the ERIC Document Reproduction Service (EDRS). EDRS is not \*  
\* responsible for the quality of the original document. Reproductions \*  
\* supplied by EDRS are the best that can be made from the original. \*  
\*\*\*\*\*

APR 21 1976

FD123339

**T & D**

**Publications**

**F & P**

**INTERNATIONAL LABOUR OFFICE  
BUREAU INTERNATIONAL DU TRAVAIL**

### **How to file Abstracts**

The abstracts of the first despatch are already filed in the binder when it is sent to you.

When you receive this despatch:

1. File the "News in brief" section under the yellow card marked 1.
2. File the abstracts marked T & D 2, 3, 4, etc. under the appropriate yellow classification card.

### **Comment classer ces Résumés**

Les Résumés du premier envoi sont déjà placés dans le classeur que vous recevez.

Pour l'envoi ci-joint:

1. Insérez les feuilles de la section "En bref" sous la rubrique 1 des séparations jaunes.
2. Insérez ensuite les Résumés marqués F & P 2, 3, 4, etc. derrière chacune des séparations correspondantes.

**U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION**

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

### **Contents of this despatch:**

This seventh despatch of T & D Abstracts contains, in addition to 34 items under the section "News in Brief", 20 substantive abstracts.

### **Note, in particular, the following:**

#### **Women in employment**

India	12 / B 67044
United Kingdom	12 / B 67593

#### **Management functions**

United States	11 / B 66522
---------------	--------------

#### **Recurrent education**

International	13 / B 65991
Europe	2 / B 67057
Poland	11 / L 272

#### **Training and the social integration of the handicapped**

France	13 / L 273
--------	------------

The despatch also includes indexes by author, country and subject for 1975 as well as a numerical classification of countries.

### **Contenu de cet envoi :**

Ce septième envoi contient, en plus de 20 résumés, 34 échos traités dans la rubrique "En bref".

### **Voir spécialement :**

#### **Les femmes et l'emploi**

Inde	12 / B 67044
Royaume-Uni	12 / B 67593

#### **Fonctions de direction**

Etats-Unis	11 / 66522
------------	------------

#### **Education récurrente**

International	13 / B 65991
Europe	2 / B 67057
Pologne	11 / L 272

#### **Formation et intégration sociale des handicapés**

France	13 / L 273
--------	------------

Cet envoi contient également les index des auteurs, des pays et sujets, pour 1975, ainsi que le classement numérique des pays.

## Forthcoming events

DIDACTA - Basel, 23-27 March

186

The 14th International Teaching Materials Fair is to take place in Basel, Switzerland, from 23 to 27 March 1976. It is expected to bring together about 600 exhibitors coming from some 15 countries. It will include in particular, an exhibition on school architecture organised by the American Association of School Administrators and the American Institute of Architects. Visitors to the fair will be able to obtain information and documentation on some 100 school buildings ranging from kindergarten to university.

14 Didacta, c/o Schweizer Mustermesse, Postfach, CH-421 Basel.

TRAINING SEMINAR FOR HOTELS AND TOURISM -  
Buenos Aires, 5-11 April

187

An ILO Regional Seminar on Human Resources Development and Tourism will be held in Buenos Aires, Argentina from 5 to 11 April, 1976 with participants from 25 Latin American and Caribbean countries. The objective is to promote the planning of training in the hotel and tourism industry within the framework of the development of international and national tourism in the region. Discussions will be based on two technical papers: one on manpower assessment techniques and the other on training methods and systems. The whole emphasis of the Seminar will be practical rather than theoretical. Working languages will be Spanish and English.

International Labour Office, Training Department, Hotel and Tourism Section, CH-1211 Genève 22.

CONVENTION ON VOCATIONAL GUIDANCE - Chicago,  
11-14 April

188

The American Personnel and Guidance Association will hold its annual Convention from 11 to 14 April 1976, in Chicago, Illinois, USA. The theme "Counselling for a New Era: Unity through Diversity" emphasises the need for greater co-operation and co-ordination between the multiplicity of

agencies responsible for vocational guidance. Lectures on specific topics will be followed by in-depth discussion groups.

Convention Office, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N. W., Washington, D. C. 20009, USA.

ALL-EUROPEAN RESEARCH CONFERENCE - Hamburg,  
26-29 April

189

An All-European Conference of Directors of Educational Research Organisations will be organised by the UNESCO Institute for Education in collaboration with the Council of Europe in Hamburg, Federal Republic of Germany, from 26 to 29 April 1976. The aim of the Conference is to provide a forum for an exchange of views between directors of educational research organisations in eastern and western Europe. The theme of the Conference will be "The impact of educational research on school education" and discussion and analysis will deal with national, institutional and individual project levels. The working languages are English, French and Russian.

Council of Europe, Division for Educational Documentation and Research,  
F-67006 Strasbourg Cedex.

ASTD IN CENTURY THREE - New Orleans, 16-20 May

190

The American Society for Training and Development (ASTD) is holding its annual Conference in New Orleans, Louisiana, USA, from 16 to 20 May 1976. In addition to a comprehensive programme arranged round the Conference theme of "Human Resources Development" this year's exhibition will be one of the largest ever organised by the ASTD.

American Society for Training and Development, P. O. Box 5307, Madison, Wisconsin, 53705, USA.

IFHE - Ottawa, 19-24 July

191

The theme of the 1976 Congress organised by the International Federation of Home Economics to be held at Ottawa, Canada from 19 to 24 July is "Life, not just survival". The plenary sessions of the Congress will deal with three main aspects in the utilisation of the world's resources - consumption, conservation and change. Various university courses, in both English and French, will be organised in connection with the Congress and will deal with

such specialised topics as food habits, planning for better family living, food and nutrition.

The International Federation of Home Economics, 64 av. Edouard Vaillant, F-92100 Boulogne.

## New policies

### GUIDANCE AND TRAINING FOR SEAFARERS

192

International rules at sea are supervised by the Inter-Governmental Maritime Consultative Organisation (IMCO). One of the main items on the agenda of the fourth Session (January 1975) of the Joint IMCO/ILO Committee on Training was an IMCO proposal concerning mandatory minimum requirements for the certification of masters and chief mates, of engineer officers and of officers and junior ratings forming part of a navigational watch as well as requirements concerning the updating of masters, deck officers and engineer officers. Other questions under discussion included the training of radio officers and training requirements for those sailing on ships carrying hazardous and noxious chemicals. At the same time work to update current international ILO standards applicable at sea is also going ahead and at the Preparatory Technical Conference (Geneva 1975) it was decided that such standards should include a Recommendation concerning the Protection of Young Seafarers. Guidelines are proposed covering vocational guidance, education and training.

Joint IMCO/ILO Committee on Training, Genève, International Labour Organisation, 1975: Doc. JCST/4/1975/1, 42 p. Record of the Preparatory Technical Maritime Conference, Genève, International Labour Organisation, 1975: Doc. GB.198/8/19, 31 p.

### REGENERATING ADULT EDUCATION - UNESCO

193

A new draft recommendation on adult education, submitted by UNESCO to Member States for comment, represents the first attempt towards international standardisation in this field. After a definition of the term "adult education", the draft goes on to deal with: goals and strategy, structures, content, methods and research, the training and status of persons engaged in adult education, the relation between adult and other types of education, the relation between adult education and work, and lastly international co-operation. On the basis on observations received from governments a draft instrument will be prepared and submitted to a special committee of government experts which is to meet in June 1976. The draft instrument approved

by the committee will then be submitted to the 1976 UNESCO General Conference for adoption.

Development of Adult Education, Paris, UNESCO, 1975: Doc. ED/MD/37, 14 p. + annexes.

#### THE FIGHT AGAINST UNEMPLOYMENT -EEC

194

Following a decision of the Council of the European Communities which came into force on 16 November 1975 the European Social Fund may now take action in favour of operations designed to facilitate the geographical and vocational mobility of persons working in economic sectors or regions particularly affected by unemployment. Such operations shall be combined with the implementing of adjustment or development programmes consistent with the economic and social objectives of the community. The Council has also agreed to opening the European Social Fund to operations supporting the employment of young people under 25 years of age.

Official Journal of the European Communities, Luxembourg, Vol. 18, No. C 258, 11 November 1975, p. 5-6.

#### FIFTH CONFERENCE OF DIRECTORS OF STATE BODIES RESPONSIBLE FOR VOCATIONAL TRAINING - Hungary

195

The Fifth Conference of directors of state bodies responsible for vocational training in socialist countries will be held in Warsaw in September 1976. The provisional agenda includes items on the increasing importance of the role of the teacher of technical subjects in vocational training and vocational education and multilateral co-operation among socialist countries in vocational training. In conjunction with the conference it is planned to organise an exhibition on the construction of vocational training schools and institutions.

Information communicated by the ILO Correspondent in Hungary.

#### ADULT EDUCATION/TRAINING - Sweden

196

Within the framework of its expanded adult education/training programme the Swedish Government has introduced legislation, effective from 1 January 1976, which provides for the imposition of an annual levy on all employers of 0.15% of payroll. The levy will be used for cover expenditure and allowances for adult education.

Lag om vuxenutbildningsavgift, Stockholm, Svensk Författningssamling, No 358, 17 June 1975, p. 1-2.

## VOCATIONAL TRAINING BILL - Switzerland

197

A bill to revise the 1963 Vocational Training Law has recently been submitted to the cantonal authorities and other interested organisations. It will come before the Federal Assembly during 1976. Although apprenticeship remains the cornerstone of the proposed training system, important innovations have been introduced with a view to improving its responsiveness to change and to improving the quality of training. The proposed new provisions include: compulsory introductory courses for all apprentices in basic work techniques, the establishment by the various trade associations of guidelines for the systematic organisation of training within undertakings, compulsory instructor training for master apprentices, extension of the regulations to include the training of specialist or semi-skilled workers and measures to promote research.

Office fédéral de l'Industrie, des Arts et Métiers et du Travail, Berne, 1975: Doc. 1975-00-43822/1 and 21975-00-43822/2, 21 p. and 28 p.

## THE ROLE OF TRAINING AND DEVELOPMENT - UK

198

To be effective, a training and development policy must meet the particular needs of an organisation and will thus reflect its nature, its stage of development and what is likely to be acceptable to its members. A new publication entitled "The role of training and development" jointly produced by the Institute of Personnel Management and the Institution of Training Officers, indicates some of the main issues with which such a policy should deal. These various issues are dealt with in some detail in a series of short papers which range from corporate planning to the identification of training needs. A short appendix summarises policy requirements and resulting issues at the various levels within an organisation.

Institute of Personnel Management, Central House, Upper Woburn Place, London, W61H 0HX, United Kingdom.

## New institutions

CENTRES FOR TRAINING ORGANISATION AND METHODS -  
Czechoslovakia

199

Centres for training organisation and methods are to be progressively established for each occupational group by the central bodies responsible for apprenticeship. The main function of these centres will be to create the conditions necessary for systematically improving the working methods of



supervisors responsible for apprentice training. They will collect, analyse and disseminate information based on the best ideas and work experience of apprentice supervisors. Another important function will be to provide consultancy services to the teaching personnel of vocational training centres. The new centres will work in close co-operation with research institutes and with the pedagogical institutes of the various government departments.

BOTHE, O. . Odborná výchova, Praha, No. 2, October 1975, p. 41.

## CONTINUING EDUCATION - Norway

200

The Norwegian Government has now introduced further measures to implement the 1974 Act providing for a unified system of secondary level continuing education. Two new councils have been set up to deal with questions relating to continuing education and apprenticeship respectively. Both Councils will act in a consultative capacity to the Department of Ecclesiastical Affairs and Education on all training/education matters falling within their competence. Other advisory bodies are to deal with the commercial and clerical trades, the artisan trades, fisheries and seafarers, vocational guidance and specialised training and guidance services. Membership of these advisory bodies will include representatives from student bodies as well as from workers' and employers' organisations, government departments, educational and other appropriate bodies.

Yrkes Opplæring, Oslo, Vol. 52, No. 7, Sept. 1975, p. 126-130.

# Management

## INTERNATIONAL MANAGEMENT DICTIONARY

201

This dictionary provides a comprehensive and essentially practical guide and reference work to the language of management. The 5,000 entries cover not only management terms and jargon but also deal with the broad environment in which the manager operates. Useful special features include numerous cross-references, emphasis on explanations rather than mere definitions, concise descriptions of a wide range of institutions complete with postal address dealing with management matters, the inclusion of numerous initials, acronyms and abbreviations for management techniques. The appendices provide practical background information on such matters as international units of measurement, the currencies of the world, time differences and

major stock exchanges throughout the world. All in all a very useful book to have on the bookshelf.

JOHANNSEN, H., PAGE, G. T., International Dictionary of Management, London, Kogan Page Ltd., 1975, 416 p.

#### FURTHER TRAINING FOR MANAGERS - GFR

202

The purpose of this inventory of management further training opportunities in the German Federal Republic is to assist users in selecting courses tailored to their individual requirements. The training institutions are listed by alphabetical order of their acronyms. Each entry includes information on course objectives where given, duration, frequency, number of participants, admission requirements, etc. An updated version will be published early in 1976.

Management-Weiterbildung in Deutschland, ein Handbuch des Wuppertaler Kreises, Köln, Peter Hanstein Verlag, 1975.

#### BACKSTOPPING MANAGERS - UK

203

A new bibliography aims to help managers keep up to date with publications in their field. It is divided into two major divisions - management development and organisation development - which are subdivided into a further five and six sections respectively. References under "management development" deal with education and development, managerial leadership, management development in the organisational context, management assessment and training and, finally evaluation. The references on "organisation development" cover a wide spectrum with sections dealing with philosophies, design and structure, effectiveness, change processes, case studies, group training and consulting and advisory skills. The bibliography as a whole provides a comprehensive guide of 1,141 references to the rapid evolution of management education.

HUNTER, N., MARGERISON, G. J., Management and organisation development bibliography, Bradford, MCB Publications, 1975, 144 p.

# Research

## EMPLOYMENT FOR THE EDUCATED EMPLOYABLE - India

204

This report, published as an ILO World Employment Programme Study, is the work of the Asian Regional Team for Employment Promotion (ARTEP), an inter-agency team composed of experts from the ILO, FAO, UNIDO, UNESCO and the UN. Its main focus is on the problem of unemployment among educated and trained manpower in India and on the policies already introduced to alleviate this malaise. The Team suggests further concrete measures to tackle the problem. The main emphasis is on development of entrepreneurship with its attendant needs for the introduction of new or expanded programmes of vocational guidance and training as well as management (entrepreneurial) development. The findings of the Team should be of value not just in India, but also in many other countries facing similar problems in their development process.

Generating Employment for the Educated in India, International Labour Office, Genève, 1975, 184 p. + annexes.

## SOCIAL SCIENCE RESEARCH AND TRAINING - Africa

205

The OECD's Development Centre has brought out a Directory of Social Science Research and Training Units with a view to improving international co-operation in the field of development research. Three volumes of the directory are planned, one each for Africa, Latin America and Asia. Together they will give information on some 1,000 research units. For each item entries will cover the name of the institution with, as appropriate, that of the parent institution, the name of the director, the number of research officers, the type and fields of activity, links with international organisations and other countries, any periodicals published. The directory will be brought up to date regularly. It includes various indexes.

Directory of Social Science Research and Training Units, Paris, OECD Development Centre, 1975: Liaison Bulletin, No. 2, 170 p.

## RECOGNISED OCCUPATIONS - GFR

206

The Ministry of Education and Science has brought out a booklet giving out as complete information as possible regarding training regulations. In particular, and in addition to the list of the 428 occupations recognised for initial training purposes (date recognised, duration of training, field of

training, etc.), the booklet includes a list of para-medical occupations and the relevant competent bodies, as well as a statistical analysis. Also included for the first time are a section on the vocational training of the handicapped and a list of the occupations for which further training is required.

Verzeichnis der anerkannten Ausbildungsberufe, Ausgabe 1975, Bielefeld, W. Bertelsmann Verlag KG, 1975, 176 p.

## REGISTERING TRAINING RESEARCH - UK

207

Increasing emphasis is being put on speeding up the introduction of new ideas, methods and techniques into the training process. An essential prerequisite is to make the findings of training research easily available to those directly involved in training. The Training Research Register - a new regular government publication is designed with this end in view. The 1974-75 edition provides up-to-date information on current and recently completed projects in the training field and related areas such as manpower planning and selection. The information is classified under ten main headings and the introduction contains a simple guide on how to make full use of the classification system and alphabetical index.

Training Research Register 1974-5, London, Her Majesty's Stationery Office, 1975, 424 p.

## Training standards

### SITE MANAGEMENT IN BUILDING - UK

208

A joint committee of the National Federation of Building Trades Employers and the Institute of Building has produced a consultative document, "Site Management in Building: a Modular Scheme for Education and Training". It proposes the introduction of a site management education and training scheme for construction workers over 25 years of age with at least 2 years' experience above the level of chargehand. The recommended scheme is on a modular basis comprising two stages of 240 hours instruction each. Applicants are selected by interview and successful completion of each stage will lead to certification. Discussions on future action are ongoing.

BACIE Journal, London, Vol. 29, No. 10, Nov 1975, p. 158.

## TRAINING FOR HEALTH AND SAFETY - UK

209

Accidents cost the food, drink and tobacco industries some 800,000 working days per year. Such figures highlight the need for a safe and healthy working environment. Employers have a particular responsibility in this area which will be reinforced by the requirements of the Health and Safety at Work Act 1974. The Industry Training Board believes that training, designed within the framework of appropriate policies and procedures, can make an important contribution to this vital aspect of working life. It has therefore produced a guide to stimulate new thinking by managers and safety specialists about their health and safety responsibilities. The guide provides a step-by-step approach to implementing improved safety and health procedures and emphasises the need to ensure employee participation at all levels.

The Food Drink and Tobacco Industry Training Board, Leon House, High Street, Croydon CR9 3NT, United Kingdom.

## Women

## REDUCING INEQUALITIES - Developing countries

210

A recently published brochure is intended to inform the general public of UNESCO's operational activities on the occasion of International Women's Year. It describes three experimental projects, carried out in Upper Volta, Nepal and Chile, which demonstrate possible ways of integrating women into development through the channel of education. The projects, implemented in countries possessing very different cultural traditions, shed some light on the multiplicity of problems involved and hopefully, will provoke reflection on effective action applicable in both similar and differing contexts.

CALKINS PILAIN, Mary Ann, Women, Education, Equality: a Decade of Experiment, Paris, The UNESCO Press, 1975, 109 p.

## NORDIC WOMEN

211

A recent meeting at Helsingfors saw the Nordic Council of Ministers (Ministers of Culture and Education) underlining the importance of educational policy as a means for achieving equality between men and women. Considering equality between persons as one of the prerequisites for a functioning democracy, the Council has issued a short Declaration indicating the main areas of action. Education is seen as a vital factor and the general aims of

all educational policy should include the achievement of equality of rights and of status.

Sekretariatet för Nordiskt Kulturellt Samarbete, Snaregade 10, DK-1205, Copenhagen K.

## Methods and media

### TRAINING RECORDS FOR THE HOTEL TRADE - Europe

212

The European Association of Directors of Hotel Schools, with the approval of the International Association for the Hotel-Industry, has decided that pupils undergoing practical training in a hotel or restaurant should have training record-books relating to this period. Apart from the section concerning practical training the record-book includes recommendations both for the trainee and for the director of the establishment concerned.

Bulletin, Centre suisse de documentation en matière d'enseignement et d'éducation, Genève, Vol. 14, No. 54, April-June 1975, p. 16.

### CONSTRUCTION PLANS FOR GROUP TRAINING CENTRES - GFR

213

There is likely to be a substantial increase in the number of group training centres in the Federal Republic of Germany over the next few years. Very few guidelines or standards for the construction of such centres exist, however. To remedy this situation the Federal Ministry of Education and Science is organising a competition for the construction of group training centres for the Chambers of Artisan Trades at Aachen and Bremen. Competitors will have to try to design centres offering wide adaptation possibilities, taking into account the variations in syllabus content and in the number of pupils in the centres while observing economy standards.

Informationen - Bildung, Wissenschaft, Bonn, No. 9, 25 September 1975, p. 139.

### FLASH TRAINING - UK

214

Short-exposure visual presentation of information as a method of improving memory retention is not new, but recent development work suggests that the technique has a wide application in the improvement of clerical skills - spelling, filing, copy typing. The principles of the technique, its application, the equipment and preparation of material as well as specific examples

of training procedures for various occupations are developed in considerable detail in a recently published manual (Tachistoscope General Manual and Supplementary Manual I, London, Iron and Steel Industry Training Board, 1975). Further experimentation shows that this technique may well have beneficial applications in other occupational fields.

BACIE Journal, London, Vol. 29, No. 10, Nov. 1975, p. 161.

## Abstracts services

### TRAINING ABSTRACTS - Latin America

215

Every four months CINTERFOR publishes a journal containing analytical entries on publications dealing with vocational training and related fields in the Latin American countries. Printed on hard paper, the entries can be cut to form a card-index. Key words are suggested for filing purposes.

Resúmenes de formación profesional, Centro Interamericano de Investigación y Documentación sobre Formación Profesional, Casilla de correo 1761, Montevideo, Uruguay.

## For the bookshelf

### RURAL DEVELOPMENT AND INTER-AGENCY CO-OPERATION

216

A publication previously issued by FAO now becomes a joint venture between the three UN agencies most closely concerned with education for rural development: FAO, UNESCO and ILO. With the title "Training for Agriculture and Rural Development" it will be able to draw on a far wider range of expertise in this field than hitherto.

Publications Division, Food and Agriculture Organisation of the United Nations, Via delle Terme di Caracalla, I-00100 Rome.

### MATCHING EDUCATIONAL STATISTICS - OECD

217

For the statistics published by national authorities to be used as a basis for inter-country comparisons, a classification system and a set of definitions must be adopted which are acceptable and applicable to all the countries interested in making such comparisons. A new OECD series of publications at providing such a basis for the collection of internationally comparable

statistics. The first volume in the series has now been published and deals with Australia, Luxembourg and Switzerland. Comparability is achieved by taking the national statistics of each country and, by using a conversion key, reclassifying them according to a separate OECD classification.

Classification of Educational Systems, Organisation for Economic Co-operation and Development, Paris, 1975, 104 p.

#### AUDIO-VISUAL 1975 - France

218

This annual gives technical information on audio-visual material available on the market in France, particularly material for language laboratories and programmed instruction. One part of the annual gives a list of audio-visual training agencies and establishments training in the use of audio-visual aids. General information on exhibitions, festivals and specialised publications is also given. The next edition of the annual is scheduled to come out in March 1976.

Audiovisuel 1975, Editions Candelmon, 1 rue de Turbigo, F-75001 Paris.

#### TRAINING FOR THE TRAINERS - GFR

219

This manual is intended for training officers and training directors. Volume I consists of a course preparing for the training officer qualifying examination. It comprises four parts: (1) the fundamentals of vocational training; (2) planning training and putting it into operation; (3) the adolescent; (4) the training regulations. Volume II contains corrected and annotated examination tests with cross references to Volume I. Volume III is more particularly geared to the needs of training officers already practising. Dr. G. Grüner, Professor of vocational education pedagogies at Darmstadt Technical University-Institute was technical adviser for the preparation of the manual. The manual is to be kept up to date regularly.

FREYTAG, H. P., GMEL, F., GOBEL, H., GRASMEHER, F., Der Ausbilder im Betrieb, Kassel, D + V Paul Dierichs KG & Co., 1974.



T & D	Level	Sector Education	Country Europe	In referring to this abstract please quote No. 2/B 67057
2		931		
Author: Title: Bibliographical references:	<p>-</p> <p>Standing conference of European Ministers of Education Information Bulletin, Council of Europe, Strasbourg, No. 3, July 1975, p. 6-32.</p>			
Translation of title:				
Subject analysis	<p>Report on a conference of European Ministers of Education to discuss recurrent education, migrant education and international educational co- operation; analytical report on recurrent education; resolutions adopted.</p>			
Contents analysis	<p>From 10 to 12 June 1975 Ministers of Education from the 21 countries which co-operate in the Council of Europe's programme met in Stockholm for the Ninth Conference of European Ministers of Education. The subjects for discussion were recurrent education, migrant education and inter- national educational co-operation. Resolutions were adopted in each of these areas.</p> <p>The Ministers stated their belief that <u>recurrent education</u> should counter- act the inequalities of the present educational systems and provide indivi- duals with educational opportunities throughout their working life. They also agreed that:</p> <ul style="list-style-type: none"> <li>- education for the 16 to 19 years age group should prepare for further studies and for entering employment;</li> <li>- all post-compulsory education should be organised so that it suits the needs of individuals;</li> <li>- policies for education, social welfare and employment must be co-ordinated;</li> <li>- the individual should have the opportunity for paid educational leave;</li> <li>- the individual should have the right to resume education later in life;</li> <li>- there must be a coherent system to achieve balanced financing of education for young people and for adults.</li> </ul> <p>Regarding the <u>education of migrants</u> and their children, the Ministers recommended member governments to initiate and/or promote practical arrangements to give migrants the same educational opportunities as nationals of the host country and their country of origin so that they could adjust to the new environment and be subsequently successfully reinteg- rated in their home countries. To this end the Ministers recommended</p>			

ILO T & D Publications, International Labour Office, CH-1211 Genève 22, Switzerland

the establishment of special "reception" classes, the award of scholarships on a parity with local children, the mutual acceptance of certificates by the various countries, the promotion of linguistic education of migrants and their families, together with measures to help them adapt to the new social environment in which they find themselves.

The Ministers outlined priority areas for future European co-operation in education as: pre-school and primary education, the school in its relations with the community, junior secondary education and attitudes to the study of science and technology.

In stressing the need to avoid duplication of effort, the ministers called for arrangements to ensure genuine complementarity between the programmes of the five organisations concerned - UNESCO, OECD, Council of Europe, European Community and the Nordic Council of Ministers.

[See also abstract No. 2/B 65991, Vol. 13]

T & D	Level	Sector	Country Germany (Fed. Rep.) 430.2	In referring to this abstract please quote No. 2/B 66699
2				

Author: Title: Bibliographical references:	Bund-Länder-Kommission für Bildungsplanung Stufenplan zu Schwerpunkten der beruflichen Bildung Stuttgart, Ernst Klett Verlag, 1975, 169 p.
---	--

Translation of title:	Plan for a progressive solution of the central problems of vocational training
--------------------------	---

Subject analysis	Book outlining a medium-term plan for three crucial areas of vocational training - basic training, group training, para-university training for the tertiary sector: principles and methods; respective roles of the Federal and State Governments; cost and financing.
------------------	--

Contents analysis	<p>An intermediate plan to resolve the crucial problems of vocational training, prepared by the joint Federal-State Commission for Educational Planning (Bund-Länder-Kommission für Bildungsplanung), was endorsed on 11 July 1975 by the Federal Government.</p> <p>The plan is for the period 1975-78. It deals with: (1) basic training, (2) group training premises, (3) para-university channels for training in the tertiary sector. The financial measures proposed in the plan are based on the medium-term plan for the financing of vocational training (Mittelfristiger Stufenplan für das Bildungswesen bis zum Jahr 1978) approved by the Federal and State Governments in April 1975. The intermediate plan will further the objectives of the over-all Education Plan [cf. abstract No. 4/B 56641, Vol. 12].</p> <p>1. <u>Basic training</u></p> <p>Basic training must form a link between general and vocational education. It will be developed both as a full-time school activity and within the dualist system (training at school and in the undertaking). Training places will number at least 80,000 in 1978, compared with 15,000 in 1973. The number of hours devoted to related instruction in the first year of apprenticeship will be increased from 8.4 to 12 hours per week. At the same time, 20,000 places will be created in vocational schools for young persons with inadequate schooling or without a training contract.</p> <p>By 1976 the Federal and State Governments must: standardise the proportion of theoretical and practical instruction in the various systems of basic training; study ways of meeting the special needs of young backward and handicapped persons and of those without training contracts; study and if necessary redefine occupational areas to take account of regional characteristics; differentiate training through a system of optional subjects, stress certain subjects in the final three-month period; harmonise, by</p>
-------------------	--

ILO T & D Publications, International Labour Office, CH-1211 Genève 22, Switzerland

mutual agreement, the federal training regulations with the standard one-year basic training programme.

The States must also decide by 1976 if one year's full-time training in a vocational school can be transformed into a basic training year and what should be considered the educational equivalent of two years' full-time vocational training.

## 2. Group training

By 1978, group training will have been expanded by some 32,000 places, including 5,000 in specialist rehabilitation institutions. Provisionally, the Federal government will contribute to the operating costs. The creation of training places must be based on the States' decisions regarding the organisational form of basic training.

The Federal and State Governments will: encourage the creation of group training places, particularly for occupations demanding manual skill, mainly in the artisan trades; ensure that these places are used for training young persons without a school certificate or training contract; encourage the installation of group training premises for vocational rehabilitation. They must promote the establishment and maximise use of group training premises.

## 3. Para-university training for the tertiary sector

The Federal and State Governments will evaluate the experience obtained in this field, especially in university vocational education institutes [cf. abstract No. 4/B 64445, Vol. 13] and in technical institutes (Fachakademie) to decide whether their development is desirable. They will consider in what fields and at what levels new channels of training should be created. These training channels must be developed in accordance with the needs of the employment market.

	T & D	Level	Sector Education	Country International	In referring to this abstract please quote No. 13/B 65991
<b>Author:</b> <b>Title:</b> <b>Bibliographical references:</b>	3		931		Centre for Educational Research and Innovation Recurrent education: trends and issues Paris, Organisation for Economic Co-operation and Development (OECD), 1975, 58 p. Price: US\$ 2.50; £1; F. 10.
<b>Translation of title:</b>					
<b>Subject analysis</b>					Report outlining the broad case for recurrent education: rationale; developments within OECD Member countries; conclusions for national action; statistics. Annex - framework for monitoring developments in recurrent education. [This abstract deals chiefly with immediate policy implications for national action.]
<b>Contents analysis</b>  ILO T & D Publications, International Labour Office, CH-1211 Genève 22, Switzerland					<p>Confidence in the effect of education and in the value of educational reform has wavered over the last few years. This, combined with a heightened awareness of the complexity of the relationship between education and other social trends, has provoked scepticism in the continually rising educational investment but not yet a willingness to rethink orthodox structures so as to eradicate their apparent weaknesses. These weaknesses may be outlined as follows: lack of success in meeting the changing needs of youth; failure to cater adequately for the potential adult clientele; disappointing impact on redressing inequality; the absence of an adequate framework to respond to changes in the world of work.</p> <p>The OECD policy for recurrent education aims not at replacing the system wholesale but at radically modifying it so that access to education is not confined to the individual's early years, but is available at intervals, in alternation with work or other activities.</p> <p>It is suggested that the coherent construction of a policy of recurrent education must be made along two axes: a vertical axis along which the integration of adult education opportunities with initial schooling might be affected, thus enabling individuals to have deferred educational rights; and a horizontal axis, along which educational and training provision is co-ordinated with other policies, such as employment and manpower policies, which affect the work and leisure of the population.</p> <p>The fundamental argument is for a fairer and more effective deployment of educational resources: fairer, because the provision of opportunities on a recurring basis permits a continual redressing of inequities, and more effective in that it allows expenditure and attention to be directed to where the society, the local community and the individual most need them.</p> <p>A policy of recurrent education implies specific action at national level. A national commission on recurrent education should be set up to review</p>

the relevance of recurrent education to current national policies and institutions, to identify particular areas in which progress could be made and particular problems which are likely to arise. Some of the main areas for consideration by such a commission are outlined below.

- The development of a coherent system for financing recurrent education which includes adequate resources for adult education.
- The ways in which the educational authorities will assure the 16 to 19 years age group an adequate range of options as between education and work.
- Admission policies at post-secondary level with a view to favouring work and life experience; in particular there should be a quota system which reserves a proportion of places at institutions of post-secondary education, using the criteria of age and work experience.
- The development of an adequate infrastructure to serve the new clientele in the shape of appropriately trained personnel and an effective system to promote awareness of what educational facilities are available. Provision should be made for the appointment of workplace counsellors and other personnel capable of informing and advising those inside and outside the work force of their rights to and opportunities for education.
- The relation of current employment policies to non-vocational and vocational training opportunities should be reviewed with specific reference to the role of public policy in influencing the internal and external labour market and in radically strengthening the employment prospects of those at the margin of the labour force, in particular women, the 16 to 19 years age group, and older and handicapped workers. This review should include an assessment of existing spare educational capacity and the degree to which it could and should be used as a counter-cyclical instrument to prevent unemployment.
- The proposed shift in resources from youth to adult education should be paralleled by a shift in the support given to research in the respective fields.

T & D	Level	Sector	Country	In referring to this abstract please quote No. 4/B 68106
1			47	
Author: Title: Bibliographical references:	Tipovoe polozenie o meřskol'nyh uēebno-proizvodstvennykh kombinatah trudovogo obučeniya i professional'noj orientacii uēaščišhsja Škola i Proizvodstvo, Moskva, No. 7, July 1975, p. 16-23.			
Translation of title:	Standard regulations for work training and vocational guidance in inter-schools education and production centres			
Subject analysis	Regulations governing the prevocational training of general secondary school students in inter-schools centres equipped by the undertakings			
Contents analysis	<p>In accordance with the USSR Council of Ministers' decision of 23.8.1974, inter-schools education and production centres may be set up for providing prevocational training or training for work and vocational guidance of pupils in the 9th and 10th classes of general secondary schools (9th and 10th years). The Executive Committees of the People's Soviets are empowered to establish these centres in co-operation with the undertakings and with the agreement of the ministries of education (or ministerial departments) of the Republics.</p> <p>The centres are administered by the town or district education authorities which establish the catchment area to be served by the centre and are responsible for setting up its vocational guidance services. These services are the principal agencies of vocational guidance for pupils in the surrounding schools. Their activities include 8th-year general education pupils - who make group visits to the centre's workshops - and their parents.</p> <p>The Director of an inter-schools centre is designated by the Ministry of Education or ministerial department on the proposal of the education authority concerned. He is selected from among the best qualified teachers, engineers and technicians having organisational ability and at least 3 years' experience, either in teaching or in a managerial position in industry.</p> <p>The prevocational syllabi at the centre are drawn up jointly by the executive committees and the undertakings, bearing in mind manpower needs.</p> <p>A contract is drawn up between the inter-schools centre and each undertaking contributing to its establishment, setting out the obligations of the contracting parties as outlined below.</p>			

ILO T & D Publications, International Labour Office, CH-1211 Geneva 22, Switzerland

### The Undertaking

- equips the workshops and laboratories of the centre in accordance with the needs of modern production;
- ensures that working conditions conform to recognised safety standards;
- carries out the inspection of the items made by the pupils;
- repairs and systematically checks the equipment and material provided, replacing it when necessary;
- selects skilled workers, technicians or engineers to work as instructors at the centre; those selected must have a secondary education, be highly skilled in production work and have an aptitude for teaching; they retain their positions in the undertaking, their working time at the centre being normally fixed at 1,200 hours per year;
- pays for the services of the instructors and for the output of pupils performing productive work, as required by the USSR Council of Ministers' decision of 10.12.59.

### The Centre

- has responsibility for the teaching methods used during the prevocational training and the productive work of the pupils;
- forms the pupils into groups (brigades), on the basis of their interests and aptitudes, pupils from different schools being eligible to belong to the same group;
- undertakes administrative duties such as supervising the pupils' attendance, maintaining records of the pupils' progress during the training and of the hours worked by the instructors, etc.



T & D	Level	Sector	Country	In referring to this abstract please quote No. 4/B 67055
4			Italy	45

Author: Title: Bibliographical references:	CINA, S. I corsi statali sperimentali di scuola media per lavoratori Annali della Pubblica istruzione, Roma, Vol. 21, No. 3, April/June 1975, p. 160-188.
--	---

Translation of title:	Experimental courses at school (scuola media) level organised for workers by the State
-----------------------	--

Subject analysis	Article on courses organised following the recognition of the right to education in certain collective agreements: differences between employers, unions, public education authorities; difficulties regarding content and choice of courses, teaching staff and teaching methods; final examinations, statistics.
------------------	--

Contents analysis	<p>The workers' right to education [cf. abstract No. 4/B 61803, Vol. 13], recognised for the first time in 1973 in the collective agreement of the mechanical engineering workers, has spread considerably since then and has been subject to considerable experimentation. Certain difficulties, however, have emerged.</p> <ul style="list-style-type: none"> <li>- Unions and employers have not agreed on the cultural content of such education. The questions is whether to improve the worker's technical knowledge in the interests of the underfaking or to improve his level of general education, taking into account experience gained in working life.</li> <li>- Existing school structures could not be utilised, given the special characteristics of this new group of students, the brevity of the courses, the peculiarities of the curriculum and the short notice for putting the project into effect.</li> <li>- The shortage of qualified teachers compelled the authorities to recruit and hastily train the necessary staff in five university centres.</li> <li>- The syllabi were difficult to draw up - 350 to 450 hours of modular instruction, comprising 4 units, each corresponding to a branch of instruction and 4 hours of weekly study, the subjects being: (1) mathematics, observation and elements of natural sciences; (2) geography, civics, history; (3) Italian, and (4) a foreign language.</li> <li>- There were differences of opinion regarding examinations: the authorities concerned not wishing to award certificates devoid of cultural content, the unions wanting all candidates to succeed.</li> </ul>
-------------------	---

#### First two years - a balance-sheet

On the credit side, the first year (1973-74) witnessed keen interest aroused by the initiative and a deep desire to learn on the part of the

workers. This interest was shared by teachers and school directors.

On the debit side the following defects were noted: instruction was often limited to facts without giving any historical or cultural context, or dealt with abstract concepts unrelated to the social experience of the students; a good many of the teachers were inexperienced; there was lack of information about the programmes and confusion as regards the respective competences of the educational institutions and trade unions.

In 1974-75, improvements were introduced, but the difficulties remained essentially the same. Italian was separated from other subjects, to provide a basic literacy standard; the courses were extended by 100 hours for students whose standards were particularly low. At the same time, the objectives of the courses were defined. Such courses should: enable everyone to benefit from his "right to education" and constitute a form of compensatory social service for all who had been unable to obtain a secondary education at the normal time; develop intellectual aptitudes and strengthen awareness of human values; teach the student to think in valid terms derived from his own experience as a worker; avoid superficial discussion; ensure the development of the student's personality, including his personality as a worker.

In addition, teacher training, open to interested school directors, was organised at provincial or inter-provincial level and put in the hands of a specialist corps. The emphasis was on study of teaching techniques, on knowledge related more directly to the general and local aspects of working life and on bringing out the essential themes of the curriculum.

The problem of relations with the unions was resolved at various levels by the introduction of a scheme of "workers' participation" which nevertheless preserved the autonomy of the school, as required by the circular of 29 August 1975 and law No. 477 of 30 June 1973 [cf. abstract No. 4/L 230, Vol. 12]. The circular provided for union representation in the classes and the class councils:

Conclusion. The experiment revealed strengths and weaknesses in the workers' right to education scheme. Its continuation is justified only if certain indispensable legal provisions are enacted, necessitated by the novel character of the project. Legislation is needed to deal with such questions as the status and stability of employment for teaching staff and the role of the trade unions. Henceforward, these education rights are to be enjoyed by all types of workers, by the unemployed and by young people. The regulations must take these developments into account and must harmonise all the adult education activities of the State.

[Statistics on courses held: localities, attendance rates.]

T & D 4	Level -	Sector -	Country Italy 45	In referring to this abstract please quote No. 4/B 66281
Author: Title: Bibliographical references:	Istituto per lo sviluppo della formazione professionale dei lavoratori Problemi della formazione professionale: Osservazioni e proposte del CNEL Quaderni di formazione, Roma, Vol. 21, No. 15, May 1975, 83 p.			
Translation of title:	Problems of vocational training: comments and proposals of the CNEL			
Subject analysis	Report on the need to restructure the system of vocational training following devolution of responsibility to the regions: early experience; action at European level; situation in the principal European countries; attitude and role of the unions in reforming the present system; need for a new basic law; conclusions. [ This abstract deals only with the conclusions. ]			
Content analysis  ILO T & D Publications, International Labour Office, CH-1211 Geneva 22, Switzerland	<p>Since 1962 the National Economic and Labour Council (Consiglio nazionale dell'Economia e del Lavoro, CNEL) has advocated a reform of the apprenticeship system and a restructuring of the instruction given in vocational schools. In particular, it recommended the introduction of 2-year courses designed to help young persons aged 15 to 16 years to enter working life at the end of compulsory schooling. On 3 December 1974 the Assembly of the CNEL reopened its examination of vocational training so as to take into account the implications of the transfer to the regions of certain functions formerly discharged by the State. In its report the Assembly drew attention to the CNEL's earlier conclusions. The main points of the report are outlined below.</p> <p><u>Conclusions</u></p> <ol style="list-style-type: none"> <li>1. The CNEL is satisfied that the devolution of responsibility from the State to the regions offers the best opportunity for a fundamental reform of vocational training. To that end, it is desirable: to intensify research and experimentation aiming at the development and enrichment of the worker's personality; to study carefully the experience of other countries, especially those to which Italian workers migrate; to co-ordinate the vocational training activities of the EEC; to define clearly the role of the senior secondary school by establishing a precise relationship between the in-school and out-of-school sectors of vocational training, in the context of recurrent training; to establish, with the co-operation of regional institutions, a permanent system for the initial training and updating of teaching staff.</li> <li>2. The Council recognises that the establishment in 1973 of the Institute for the Development of Workers' Vocational Training (Istituto per lo sviluppo della formazione professionale dei lavoratori) [cf. abstract No. 4/L 230, Vol. 12] as a statutory body was an important step forward but</li> </ol>			

considers that there is urgent need to introduce a basic law to ensure the collaboration of all the interested parties: State, regions, social partners.

3. More specifically, this new basic law should:

- (a) define the educational field appropriate to vocational training in relation to the various types of other school-based instruction;
- (b) establish standards governing the re-entry of workers into the educational system and assisting those who have followed vocational training to effect that transfer; design an integrated educational system which will facilitate generally the transition from school to work and vice versa;
- (c) devise methods for inserting vocational training activities into recurrent education programmes, taking into account the unions' stand on the workers' right to education and to paid educational leave [cf. abstract No. 4/B'61803, Vol. 13];
- (d) lay down conditions governing the award of regional diplomas and certificates and for their recognition at national level, while observing the need to combine the greatest possible degree of independence of instruction with standardisation of results;
- (e) draft general guidelines to help independent workers in sectors such as agriculture, the artisan trades, small-scale business, the arts and tourism, to acquire and update relevant skills and knowledge;
- (f) create a system for the public finance of vocational training, within the general taxation structure (e. g. through subsidies);
- (g) lay down the broad lines of a new apprenticeship system responding to modern training requirements;
- (h) create a central consultative body which will include representatives of the State authorities, the regions and the social partners, with a view to formulating a co-ordinated training policy within the framework of economic development and manpower planning.

4. At regional level, legislation should provide for:

- (a) co-ordination between the different agencies participating in vocational training (school, out-of-school, trade union and vocational);
- (b) the social and ethical upgrading of manual work (productive and creative aspects);
- (c) introduction of new methods of training and modern training structures;
- (d) division of responsibilities between the executive and administrative regional institutions;
- (e) defining the principal aims and elements of the regional programme and providing guidelines for a training plan at regional level.

T & D	Level	Sector	Country	In referring to this abstract please quote No. 6/B 68042
6	Skilled Worker	-	Czechoslovakia	
			437	

Author:	HÁJEK, L.
Title:	O individuálním přístupu k učňům
Bibliographical references:	Odborná výchova, Praha, Vol. 25, No. 9, May 1975, p. 242-243.

Translation of title:	An individual approach to apprentice training
-----------------------	---

Subject analysis	Article on assistance given to apprentices who are slow learners by their peers who have been quicker to grasp the general education subjects taught: organisation of a system of individual coaching; preparation; prerequisites.
------------------	--

Contents analysis	<p>General education subjects, particularly mathematics and physics, are the weak points of many apprentices.</p> <p>A teaching experiment carried out in a plant training centre at Gottwaldov led to the introduction of a system whereby apprentices who are weak in academic subjects are helped by their more able fellow apprentices.</p> <p>For an apprentice to be able and willing to give another apprentice individual coaching, the following conditions must be fulfilled.</p> <ul style="list-style-type: none"> <li>- The apprentice-tutor must be ready to transmit his knowledge willingly, since he does so in his free time.</li> <li>- His kindness must not be misinterpreted by other apprentices. The apprentice-tutor must feel he has the support of the whole of his group. For this reason, an apprentice-tutors' club has been formed with its own rules.</li> <li>- He must not have a sense of superiority. This danger is less acute if the apprentice-tutor is one of a group which provides an opportunity to exchange views and experience.</li> <li>- He must derive satisfaction from his role and must be rewarded for his effort.</li> <li>- He must be well prepared for the task and be able to work out an outline for each lesson.</li> <li>- The apprentice-tutor's club is reserved for those who perform the function well.</li> </ul> <p>Admission of a new apprentice-tutor to the club is as follows. At the beginning of the year, a mathematics competition ("olympiade") is held. Those who do well in it and show a genuine interest in the activities of the</p>
-------------------	---

ILO T & D Publications, International Labour Office, CH-1211 Genève 22, Switzerland

club are admitted to membership, after being sworn in by the director of the training centre.

To prepare them for their future role, a 2 to 3 day course is organised for new members, with the assistance of a teacher and an instructor.

The preparatory and-teaching work of the apprentice-tutor proceeds in two stages.

1. He prepares for his coaching function according to an annual plan drawn up for this purpose. He studies the subjects to be taught and resolves some problems himself.
2. The tutors' club meets with the apprentices whose results have been disappointing: One of the tutors goes through the part of the lesson which must be reviewed. Then each apprentice-tutor devotes himself to the group of apprentices assigned to him and works out with the apprentices a number of the problems which he has prepared for them.

Thanks to this method of individual coaching, the number of apprentices with unsatisfactory results has fallen by 70%.

The apprentice-tutors are rewarded for their work by being given, among other things, a free excursion at the end of the school year.

T & D	Level	Sector	Country	In referring to this abstract please quote
7			Asia	No. 7/B 66823
			50	

Author: ALLES, J.  
 Title: Mediation in learning: the changing scene in Asia  
 Bibliographical references: Prospects, Paris, Vol. 5, No. 2, p. 239-254.

Translation of title

Subject analysis

Article on a method for analysing the division of responsibilities between the various agents of education and training in Asia: evolution of educational systems and the traditional teaching role; use of matrices to determine the respective contributions of various agents in learning situations with limited objectives; bibliography.

Contents analysis

In Asia, the development of economic, political and social conditions and the substantial expansion of the school population have required some adaptation of the educational and training systems. Many new ideas have been introduced in the last decade, particularly within the framework of the Asian Programme for Educational Innovation for Development. The simultaneous existence of formal and informal educational and training systems gives rise to uncertainty regarding the responsibilities of teachers, who share the role of training agent (or mediator) with others: parents, peers, adults, etc.

To analyse the respective roles of the various agents a matrix should be constructed to relate the various training agents and training situations. Two types of training situation have been distinguished in terms of their objectives: (1) preparation for basic everyday tasks necessary for survival, (2) preparation for new tasks required by developmental-adaptive growth. Responsibilities for the learning function may be divided between: the home and the family, the school, a vocational training institution, the training locale and other institutional and non-institutional programmes. Each of these agents can employ formal, informal and "hybrid" types of learning situation.

A second matrix would permit the analysis, for a limited training objective, of the relationships between the various agents and the principal means of learning: intellectual, emotional, active. A matrix or "learning module", for example, can be designed for the 10 to 15 years age group of a given region for acquiring the intermediate technology for growing high-yield rice and for the use of hand tractors. The matrix would show the dominant role played by informal learning through the medium of extension agents.

These analytical tools should help to redefine the role of the teacher.

ILO T & D Publications, International Labour Office, CH-1211 Geneva 22, Switzerland

	T & D	Level	Sector	Country	In referring to this abstract please quote No. 9/B 66529
	9.	-	-	United Kingdom	42
Author: Title: Bibliographical references:	<p>WOODWARD, N., ANDERSON, T.</p> <p>A profitability appraisal of apprenticeships</p> <p>British Journal of Industrial Relations, London, Vol. 13, No. 2, July 1975, p. 245-256.</p>				
Translation of title:					
Subject analysis	<p>Article on a study carried out to develop a methodology for assessing the economics of apprentice training: estimation problems; costs of training; annual net profits; conclusions.</p>				
Contents analysis	<p>A study has been carried out to assess the profitability of employing an apprentice under a training method which involved off-the-job training during the first year. To measure the profits of employing an apprentice the aim is simply to measure the contribution of the trainee less the costs of employing and training him over some period of time.</p> <p>It would appear that a number of difficulties are encountered in economic evaluations of apprenticeships. The main problem is that of measuring the contribution of an apprentice. The method developed in this study is based upon a model of work selection. The essence of the model is that learning and production take place simultaneously and that firms, in an attempt to maximise the wage costs saved from employing apprentices, gradually increase over time the skill-mix of the work selected for the apprentice. This model was applied by estimating the relative efficiency of an apprentice in two work categories - skilled and semi-skilled - over a 7-year period. The relative efficiency of an apprentice to a semi-skilled worker was based on discussions with supervisors within the company studied. Estimates of the relative efficiency of apprentices to skilled workers were achieved by a series of tests on simulated production work. For the purposes of these tests one occupational category (pipeworker) within the firm was chosen and a job description was drawn up. From this a set of representative tasks was selected and tests were designed.</p> <p>A number of conclusions emerge from the study.</p> <ol style="list-style-type: none"> <li>1. During the first year of modern apprenticeship the firm incurs substantial net costs as: (1) 1st year off-the-job training costs are greater than on-the-job training costs; (2) the opportunity costs of 1st year off-the-job training are high; and (3) the gross costs are not counterbalanced or, at least only partially counterbalanced by a positive production contribution which is, of course, zero during the first year.</li> </ol>				

ILO T & D Publications, International Labour Office, CH-1211 Genève 22, Switzerland



2. The ability of the firm to earn a possible net profit lies in its ability to exploit the differential that exists between the contribution and the costs of employing and training the apprentice during the 2nd and 4th years of the indenture period. This ability declines over the period owing to the fact that wages rise at a faster rate than that at which the apprentice's productive contribution rises.

3. The firm again incurs a positive net cost during the 5th, 6th and 7th years. This occurs because, although the apprentice earns a wage equal to that of the experienced worker at the end of the indenture period his contribution lies at a lower level. However, the net costs decline over the period owing to the fact that the production contribution of the apprentice rises at a faster rate than wages.

4. It would appear that firms fail to make a profit on the employment of an apprentice. However, the net costs constitute a small proportion of the gross costs. In the present study net costs, as a percentage of the gross costs incurred over the 4-year apprenticeship period, amounted to less than 3%.

The results are more or less what could be expected. This partially validates the method developed and suggests that it may be a useful one on which to base future work.

	T & D 9	Level —	Sector —	Country United Kingdom 42	In referring to this abstract please quote No. 9/B 66528
<b>Author:</b> <b>Title:</b> <b>Bibliographical references:</b>	<b>ZIDERMANN, A.</b> Costs and benefits of manpower training programmes in Great Britain British Journal of Industrial Relations, London, Vol. 13, No. 2, July 1975, p. 223-244.				
<b>Translation of title:</b>					
<b>Subject analysis</b>	Article on a survey carried out to evaluate economic benefits of training in Government Training Centres: direct and indirect benefits and costs; cost-benefit analysis; conclusions; statistics.				
<b>Contents analysis</b>  ILO T & D Publications, International Labour Office, CH-1211 Genève 22, Switzerland	<p>A study is being carried out to investigate the economics of Government Training Centres (GTC) financed by the Department of Employment. Statutory responsibility for GTC's (renamed Skill Centres) has now passed to the Training Services Agency [cf. abstract No. 4/B 60044, Vol. 13]. The first phase of the project attempted to answer the question: Have the economic benefits to society from training at Government Training Centres been sufficiently high to offset the costs involved?</p> <p>The question posed is timely, in view of the extensive job creation programme launched by the Manpower Services Commission in 1974 which forms part of a series of anti-unemployment measures, including training activities. For example, the new Training Services Agency in its current 5-year plan aims at training 70,000 - 75,000 persons in 1975 (compared with only 15,000 in 1971), rising as soon as possible to a target figure of 100,000 trainees a year. The expansion is substantial.</p> <p>The orientation of the present study is the economy as a whole. A government training programme imposes certain costs on the economy, in the sense that the resources used to set up the training centre and, subsequently, to operate the programme will not be available to the economy for use in other ways. Furthermore, if the trainees were employed prior to enrolment, it is necessary to estimate the potential output lost during the training period (earnings foregone in the measure used). The benefits of the training scheme are represented by the additional output of goods and services available to the economy as a result of the subsequent higher productivity of the trainees.</p> <p>A basic assumption made in calculations of this type is that earnings do closely approximate the productivity of the workers, so that earnings forgone and received can be used as proxy measures in the enumeration of resource costs and benefits. The estimation of the differential between</p>				

earnings actually received by trainees and what would have been received had training not been undertaken thus plays a central role in evaluation studies of training programmes. The main data are derived from a Government survey of GTC trainees who completed courses during the period 1965-1966. A simulation model is used for estimating earnings in the absence of training. In this respect, the methodology used departs from usual practice.

However, the net benefits to society from training go far beyond the direct benefits resulting from any net increase in output by the trainees themselves. A broader view of benefits and costs is taken to include possible indirect labour market effects of GTC training on other members of the labour force. Generally, these are of three types: replacement, displacement and complementarity effects. In addition, wider macro-economic benefits are likely to stem from training programmes. However, because of the intrinsic difficulties of quantifying the macro-economic benefits of GTC training they were not taken into consideration in this study.

Without anticipating detailed results, the first phase of the study shows GTC training to have been extremely profitable in cost/benefit terms, comparing very favourably with the returns available to society from alternative investments in the public sector. The question arises, however, as to whether these results support the current expansion of the GTC training programme. First, there is the problem of the applicability of results relating to the GTC investment in 1965/66 to later periods when conditions may be very different. Second, the demonstration of high returns from a training programme of modest size does not necessarily make out a conclusive case for a rapid or continuous expansion of the programme. Rates-of-return studies only indicate directions of movement (expansion or contraction) but not by how much. Clearly very high rates of return will indicate greater expansion than lower rates of return, but whether the over-all size and composition of a training programme is or is not economically viable can only be decided on the basis of a continuous monitoring of benefits and costs over time.

Meanwhile, a tentative conclusion is that the very high rates of return shown in the present study do provide prima facie evidence of the positive net economic benefits to society of GTC training. As regards occupational sector, the results based upon direct costs and benefits showed GTC training in engineering to be the most profitable to society, followed by the construction trades, with the miscellaneous trades group imposing losses on society. The result of taking indirect benefits into account was to render all three training programmes profitable within the 10-year period adopted in this study.



great value. These courses help to overcome the shortage of skilled workers at times when urgent tasks in the fields have to be performed against the clock by shift or group work. Further training courses for the different agricultural occupations are also held in these centres. Schools of economics also flourish under the aegis of the centres. They are set up by the rural directorates of the regional executive councils and equipped by the most modern collective and state-owned farms. In autumn and winter, these courses are attended by a large proportion of the village working population.



By virtue of his interpersonal contacts, both internally and externally, the processing of information is a key part of any manager's job. Three more roles can be identified. As an information monitor the manager perpetually scans his environment for information. As a disseminator of information he passes it directly to his subordinates. As a spokesman for his unit, the manager uses his information in dealing with those outside the unit.

Information is not of-course an end in itself; it is the basic input to decision making. As a decision-maker the manager has a fourfold function: as an entrepreneur, he seeks to improve his unit and in this role is the initiator of change; as a disturbance handler he responds involuntarily to outside pressures; as a resource allocator he determines the pattern of formal relationships that determine how work is to be divided and co-ordinated. The final decisional role is that of negotiator.

This description of managerial work suggests a number of important managerial skills - developing peer relationships, carrying out negotiations; motivating subordinates, resolving conflicts, establishing information networks and subsequently disseminating information, making decisions in conditions of extreme ambiguity, and allocating resources. Above all the manager needs to be introspective about his work so that he may improve his own performance. This requires the ability to ask questions. These questions should be related to defined managerial roles. For example questions relating to interpersonal relationships would include: How do my subordinates react to my managerial style? Do I fully understand their reactions to my actions? etc.

With regard to the training of managers, management schools have done an admirable job of training the organisation's specialists - accountants, market researchers, etc. - but very little has yet been done in the training of managers. Management schools need to identify the skills managers use. Only then will they be able to enhance entrepreneurial skills by designing programmes that encourage sensible risk taking and innovation.

	T & D	Level	Sector	Country Poland	referring to this abstract please quote No. 11/L 272
	11			438	
Author: Title: Bibliographical references:	Zarządzenie ministra Oświaty i Wychowania z dnia 19. 6. 1975 w sprawie centrów kształcenia ustawicznego Dziennik Urzędowy Ministerstwa Oświaty i Wychowania, Warszawa, No. 7, 3 July 1975, p. 122-124.				
Translation of title:	Minister of Education's decree of 19. 6. 75 concerning centres for recur- rent education				
Subject analysis	Ministerial decree on the organisation and the role of centres for recur- rent education.				
Contents analysis	<p>Centres for providing continuing or recurrent education (centrum kształ- cenia ustawicznego) are to be set up in areas where economic and social conditions require both initial and further training of the workers, and where a suitable number of teachers specialised in adult education can be recruited. The centres are to:</p> <ul style="list-style-type: none"> <li>- organise and direct various institutions providing adult education: general education schools and vocational schools of all kinds, courses for raising the workers' cultural standards and courses for extending or improving their qualifications in line with the needs of the under- taking employing them;</li> <li>- arrange examinations for the award of proficiency certificates, in conformity with the regulations in force;</li> <li>- hold examinations for the self-taught, based on the curricula followed in schools or courses;</li> <li>- give further training to the teaching staff of the centres, paying special attention to the problems inherent in adult education;</li> <li>- compile and publish reference work and teaching aids for workers and others studying by radio or television;</li> <li>- collaborate with social institutions competent in teaching activities linked with adult education.</li> </ul> <p>Some of the centres will be set up in the same occupational branch such as the centre for recurrent education for engineering workers in Warsaw (Warsaw).</p> <p>A permanent education centre must comprise facilities for several types of activities: for teaching, for the preparing of teaching aids, for sound recordings, etc. and for housing part-time worker/students from the</p>				

ILO T & D Publications, International Labour Office, CH-1211 Genève 22, Switzerland



outlying districts. The centre may be open sub-centres and provide discussion rooms for workers taking radio or television courses.

Each centre will be managed by a director assisted by two management committees - a teaching methods committee for all the schools and courses constituting the centre and a co-ordinating committee. The latter determines the centre's programme of activities, co-ordinates the operational plans of the schools and courses and draws up the centre's internal organisational and administrative rules and regulations.

A social committee will be formed at each centre, to maximise the centre's impact on the cultural and technical standards within the area and to strengthen co-operation with undertakings.

	J & D	Level	Sector	Country	In referring to this abstract please quote No. 11/B 66714
Author: Title: Bibliographical references:	11			International	Experimental world literacy programme: interim report Literacy Work, Teheran, Vol. 4, No. 4, April-June 1975, p. 1-28.
Translation of title:					
Subject analysis	Article on an experimental world literacy programme: description; population; evaluation approach; findings and conclusions.				
Contents analysis ILO T & D Publications, International Labour Office, CH-1211 Genève 22, Switzerland	<p>As a result of a resolution of the UNESCO General Conference and recommendations from the World Congress of Education Ministers which met in Teheran in 1965 to discuss the eradication of illiteracy, an Experimental World Literacy Programme (EWLP) was launched under the auspices of UNESCO in eleven developing countries in Asia, Africa and Latin America between 1962 and 1972.</p> <p>More than one million people were enrolled in the various EWLP-projects during the period in question. The participants formed more than 20,000 groups under some 24,000 instructors. The programmes were taught in 25 different languages to people who spoke more than 50 different languages or dialects. There were three types of programme: (1) independent and diversified projects covering one or several experiments or sub-projects and usually lasting 4-5 years; (2) functional literacy as a component integrated with a development project; (3) micro-experiments with a particular aspect of functional literacy.</p> <p>EWLP amounted to an all-directional experimental plan on the basis of what appeared to be a fascinating but as yet vague general concept. A thorough study of the milieu and an identification of objectives for completely modernising it, provided the basis for defining the skills and knowledge which would enable illiterate workers to play a more effective part in the local development. From the educational point of view, the programmes used four communication media: written communication using teaching materials; practical demonstration; verbal communication through dialogue and exchange of ideas and experiences; problem solving.</p> <p>Although each project was subjected to continuous internal evaluation it was considered necessary to undertake a global evaluation so that future action could be planned in the light of past experiences. An international team of experts is currently preparing such an evaluation with a view to</p>				

answering the following questions: Is functional literacy training an effective educational instrument, for example in comparison with traditional literacy training and primary education? Is it an economic proposition? Can it be generally applied using available national resources and means, and what might be the role assigned to international assistance in this field? Is there not a risk that in certain situations it might lead to strengthening the established order and obstructing social or political change?

Although it is not yet possible to make a sound assessment of the effectiveness of the EWLP the following conclusions may be drawn from an interim evaluation which has been carried out:

- Functional literacy programmes enable adults to master, in 200 hours on average (with considerable variations from one country or language to another), the basic subjects (reading, writing and arithmetic) taught in primary schools.

- The methodological approach characteristics of functional literacy work encourages the development of logical thinking; taking account of scientific and socio-economic factors, it enables technical and vocational training to be made more effective.

- Functional literacy is a multi-purpose tool for training basic categories of manpower and one which can be adapted to suit the socio-occupational needs of all sectors of the economy. The training provided serves, moreover, as a foundation for subsequent technical instruction and for further vocational education schemes which might be organised by firms on a selective basis during employment.

- Because carefully planned teaching material is used, which necessitates a particular teaching procedure, instructors who had had no previous training in teaching (literate peasants, foremen, technicians, etc.) can obtain satisfactory results.

- The period from 1969 to 1972 was much too short a period to produce far-reaching socio-economic effects, particularly those concerned with changing living standards and quality of life.

- Essential preconditions for successful programmes include: political and community support; flexible organisation; integration of literacy programmes into educational and general development plans; motivation of trainees.

	T & D	Level	Sector	Country	In referring to this abstract please quote No. 12/B 67593
	12	-	-	United Kingdom	42
Author: , Title: Bibliographical references:	HUNT, Audrey Management attitudes and practices towards women at work London, Her Majesty's Stationery Office, 1975, 221 p.				
Translation of title:					
Subject analysis	Report on a survey carried out to identify the differences in employment opportunities for men and women: methodology; findings; conclusions. Appendix: note on the sample design, questionnaires.				
Contents analysis	<p>A survey has been carried out by the Social Survey Division of the Office of Population Censuses and Surveys on behalf of the Department of Employment. The objective was to find out in what fields differences in conditions and opportunities exist between men and women, and to define attitudes to these differences.</p> <p>A sample of 403 establishments with 100 or more employees was selected from the following industries: food etc., manufacture of chemicals and allied products, engineering, textiles and other manufacturing, transport, commerce and the distributive trades. Out of this sample, structured interviews were carried out in 223 establishments with: the person responsible for personnel policy (the formulator), the person responsible for policy implementation (the implementer), first and second line managers, male and female employees and shop stewards.</p> <p><u>Main findings</u></p> <ul style="list-style-type: none"> <li>- 75% of the personnel policy formulators were responsible to top management while only 42% of policy implementers reported to this level.</li> <li>- Only 2% of formulators and 11% of implementers were women - while 38% of all employees in Great Britain are women. Their average educational level was considerably lower than that of men. Only 6% women implementers had degree-level qualifications while the figures for men were: formulators - 31%; implementers - 19%. However, patterns of on-the-job training and training in personnel management did not differ significantly as between men and women.</li> <li>- Although there was very little outright opposition to equal pay, only a minority of formulators (41%) and implementers (46%) thought it would be a good thing if more women occupied senior posts. They were, however, in favour of more training for highly skilled work (66% of both groups).</li> </ul>				

ILO T & D Publications, International Labour Office, CH-1211 Genève 22, Switzerland

- A total of 95% of those responsible for recruitment said that initial employment depended on "previous experience" and "training" - both being attributes which most women are likely to lack.
- Few organisations had a system of staff appraisal and development. It seemed more likely that a woman would be considered for a senior management post than for a supervisory post in industry.
- Employee performance in terms of time off, punctuality, sick leave, carrying out instructions, work safety, etc., was regarded as about equal. Within-sex differences were accepted as being as great as those between men and women.
- Effect on performance of facilities was investigated with regard to part-time work, flexible hours, child care facilities, paid maternity leave, job guarantee after maternity, training for better jobs, paid sick leave. Training received the highest number of mentions as an improver of performance.
- Apart from manufacturing (where hours are controlled by legislation) there was little difference in the working hours of men and women.
- Comparatively few firms had introduced equal pay between the passing of the Equal Pay Act and the time of the survey.
- The majority of respondents felt that any improvements in opportunities for women depended on Government or trade union action rather than on the initiative of private companies.

### Conclusions

These findings show that the application of the principles of equal opportunity is likely to meet with considerable opposition in practice.

The people on whom the success of anti-discrimination measures will largely depend are predominantly men, older on average than working men as a whole and of higher educational level. Many of them have inbuilt attitudes towards the rôle of the sexes which will, perhaps subconsciously, affect the ways in which they would approach such measures. Without a more detailed examination of the precise nature of the physical and other attributes required for jobs, it is not possible to say how much of the opposition has a reasonable basis.

	T & D	Level	Sector	Country India	In referring to this abstract please quote No. 12/B 67044
	12			54	
<b>Author:</b> <b>Title:</b> <b>Bibliographical references:</b>	Government of India, Labour Bureau Women in Industry Simla, Ministry of Labour, 1975, 241 p.				
<b>Translation of title:</b>					
<b>Subject analysis</b>	Report on the situation and prospects of women in employment: extent and fields of employment; Employment Service activities; vocational training; wages and earnings; working conditions; relevant ILO Conventions and Recommendations; statistics.				
<b>Contents analysis:</b>	<p>[Part of the Government of India's action in the International Women's Year (1975), this study attempts to assess and stimulate women's employment. In 1964 the Labour Bureau published a similar study (Women in Employment, Simla, Ministry of Labour and Employment, 1964, 146 p.), covering most of the same aspects and analysing factors affecting the employment of women. As the studies are based on statistics gathered in the 1961 and 1971 censuses respectively, the data are not comparable in every respect since the 1971 census criteria differed from those adopted in 1961. Contrary to the 1964 survey, the 1975 study includes a chapter on vocational training as a factor in women's employment.]</p> <p>Except for a relatively recent and short period when enforcement of protective legislation for women's welfare made some employers reluctant to engage women, the demand for women workers has been continuously growing over the past few decades. This is particularly evident in the public sector where the percentage growth rate of women employees registered increases of 5.9, 5.6, 9.5 and 7.2 per cent between 1970 and 1974.</p> <p>The range of occupations carried on by women remains on the whole rather traditional: teaching professions, clerical and related occupations, health and other social services, the service occupations (including, more recently, the hotel and catering industries), agriculture. Unskilled women workers, including unskilled office workers, total about 25% of all women in employment (more than 50% in the private sector). Efforts to broaden this range have resulted in a small number of women being employed as administrators, doctors, engineers, architects and town-planners, journalists, community development projects, etc. The obstacles to widening the range of women's employment are mainly, as in 1964, the slower development of educational and training opportunities for women, certain social prejudices on the part of both employers and</p>				

ILO T & D Publications, International Labour Office, CH-1211 Genève 22, Switzerland

the women themselves, the level of unemployment prevailing in the country as a whole.

The expansion of free education has helped to widen the range of employment opportunities and it is hoped that the introduction of a vocational component into secondary education for both men and women will encourage the trend. There has been a steady increase in the number of polytechnics, technical schools and other types of training centre in both the public and private sectors. There are 284 polytechnics conducting diploma courses for both men and women in engineering and technical trades and 24 polytechnics have been set up exclusively for women, chiefly for non-engineering trades. Nevertheless the education and training facilities available to women are not fully utilised, largely owing to the economic situation of the family and social and cultural taboos.

The major vocational training role - for both men and women - is assumed by the Training Directorate of the Directorate-General of Employment and Training with its craftsman training and apprenticeship schemes.

The number of industrial training institutes (ITI) under the Craftsman Training Scheme has more than doubled in the last 15 years; 4 of them are reserved for women, a number esteemed totally inadequate for the whole country.

On 31 December 1974 there were 138,729 ITI trainees. Of these, 6,166 were women: 5,776 in non-engineering occupations and 390 in engineering trades. Analysis of these figures shows that women tend to gravitate towards the traditionally "women's" occupations. In the engineering trades group women tend to enter for draughtsman (civil) and mechanics (radio and T. V.) training and painting. Only one state (Kerala) shows a greater variety in the list of trades being learned by women which includes turner, carpenter, sheet-metal worker, welder. While there is a need to expand training facilities in certain existing trades to meet growing demand, there is also a need to identify new areas or occupations suitable for women's employment. A feasibility study for identifying such trades is at present in progress.

The Apprenticeship Training Scheme introduced under the 1962 Apprentices Act is open to men and women equally but few women enroll. In 1974 there were 61 (engineering and non-engineering) trades recognised for apprenticeships but of the more than 63,000 apprentices in training only 104 were women.

T & D	Level Skilled worker	Sector -	Country Germany (Fed. Rep.) 430.2	In referring to this abstract please quote No. 12/B 66017
12				

**Author:**  
**Title:**  
**Bibliographical references:**

HOFBAUER, H., STOOSS, F.  
Defizite und Überschüsse an betrieblichen Ausbildungsplätzen nach Wirtschafts- und Berufsgruppen  
Mitteilungen aus der Arbeitsmarkt- und Berufsforschung, Stuttgart, No. 2,  
8 July 1975, p. 101-116.

Translation  
of title:

Shortages and surpluses of training places within industry by occupational group and economic sector

### Subject analysis

Article on an investigation into discrepancies between training and employment: method; results (training shortages and surpluses, by occupational group, by economic sector and by occupation/economic sector); policies for overcoming the discrepancies.

## Contents analysis

The object of the analysis was to study the surpluses and shortages of training places by occupational group and economic sector. It was based on the results of two inquiries carried out in 1970: a census by the Federal Institute of Statistics (10% sample, men and women) and an inquiry into career patterns (0.5% sample, men). The surpluses or shortages of training places within industry were calculated by comparing the number of places in 1970 with the number that would have been needed if skilled workers had to be wholly trained in the sectors employing them. Assumptions were that the average working life of a male skilled worker was 40 years, of the skilled workforce as a whole 35 years and the average duration of training in the undertaking three years.

## Main results

In all, there was a surplus of more than 86,000 places. While almost half of all skilled workers were trained in craft or artisan trades undertakings, only 19% worked in such undertakings. The most serious shortages of training places were in: public services, excepting postal services (- 21,100, being 46% of all shortages); energy production and mining (- 6,900); production of raw materials (- 8,600) and of consumer goods (- 4,600). Shortages existed also in sectors undergoing recession.

The occupations with the biggest shortages were: building and woodwork-  
( - 23,400), for which training is provided solely within these indus-  
tries even though these trades are practised in other occupational sectors;  
metal production and processing ( - 10,400), which however were offset  
by a heavy surplus ( + 85,900) among mechanics, locksmiths and fitters;  
leather working and textiles ( - 7,100); production of raw materials  
( - 2,600), and occupations for which no training within the undertaking is  
available to the school-leaver, such as product tester, store keeper,  
vehicle driver, etc., or has only recently been introduced, for example



lorry driver. According to the occupational census of 1970, 28% of skilled men and women worked in occupations to which there was no direct access through training within the undertaking.

A matrix relating occupational groups to economic sectors revealed that 17 groups (out of 130) accounted for three-quarters of the total number of apprenticeship places but for only two-fifths of all skilled workers. Until now, these discrepancies have been concealed by occupational mobility, but this process is economically acceptable only if unaccompanied by waste in training inputs.

Two approaches can be adopted to reduce discrepancies between training and employment.

1. The first approach would remedy imbalances in the various branches of training by improving the flexibility of the dualist training system. This would be effected mainly by supplementing it with further training for imparting additional skills related to particular jobs, by creating new training places in deficit training areas and by extending training schemes to occupations for which training within the undertaking is not at present provided.

2. The second approach would make systematic use of occupational mobility as a corrective tool: by further training culminating in the award of recognised certificates which would give access to occupations into which hitherto school-leavers have not had direct entry, and by adapting training regulations so as to promote greater occupational mobility through the establishment of key skills.

	T & D	Level	Sector	Country	France	In referring to this abstract please quote No. 13/L 274
Author: Title: Bibliographical references:	13				44	
Translation of title:						Circulaire No. 944 du 21 mai 1975 relative à la politique de formation professionnelle continue des travailleurs étrangers* Bulletin Officiel du Ministère du Travail, Paris, No. 25, 15-21 June 1975: Ref. PM3 32, 3302, 9 p.
Subject analysis						Circular No. 944 of 21 May 1975 concerning policy for continuing vocational training of foreign workers*  Text of a circular issued by the Prime Minister and the Minister of Labour concerning policy for training foreign workers: kinds of activity covered; conditions; finance.
Contents analysis  ILO T & D Publications, International Labour Office, CH-1211 Genève 22, Switzerland						<p>With a view to facilitating the social and occupational integration of foreign workers, four kinds of training are to be encouraged: general education (predominantly linguistic), socio-occupational adaptation, prevocational training, vocational training.</p> <ol style="list-style-type: none"> <li>1. <u>General education.</u> This consists mainly of spoken and written French plus basic mathematics. It may be given in full-time or part-time day courses or in evening courses. The State contributes to the financing of both the part-time and the full-time courses which have a minimum duration of 200 to 350 hours and are completed within a period of less than one year. In certain circumstances, this type of training may be financed from social action funds. Operational and salarial expenses paid by the employers may be deducted from their financial contributions to vocational training under the conditions laid down in the law of 1971 [cf. abstract No. 1/L 126, Vol. 10].</li> <li>2. <u>Socio-occupational adaptation.</u> This training is intended for either               <ol style="list-style-type: none"> <li>(a) foreign workers arriving in France to obtain work in an undertaking, or</li> <li>(b) foreign workers already employed.</li> </ol> <ol style="list-style-type: none"> <li>(a) To facilitate the worker's integration into the workplace and the community, this training should include an introduction to colloquial French. It should also cover hygiene and socio-medical problems, safe working practices, labour legislation, training to help the worker adapt to town life, introduction to technical equipment. It may be preceded by an information course arranged by the French national immigration authorities in the country of origin.</li> </ol> <p>The main adaptation training may take place either in the country of origin or in France before the worker takes up his employment. The employer must pay the worker throughout the training period, which must be of at least 120 to 160 hours (varying according to the worker's</p> </li> </ol>

basic training). The expenses incurred are deductible from the employer's compulsory contributions to the financing of vocational training. [cf. abstract No. 1/L 126, Vol. 10]. The State meets operational costs of up to 6 F. per trainee-hour.

- (b) Training of workers already in employment can qualify for State aid if the training is of the same type and duration as (a) above, if at least half of it takes place during working hours and if the works committee has previously been consulted. The firm must pay the workers' full wages. The State may reimburse up to 60% of the hourly training costs, reduced annually by 10%.

3. Prevocational training. When this is for the benefit of those looking for a job; it can benefit from public aid of up to 100% of training costs, and the State may, in addition, remunerate the trainees as provided in the relevant legislation. When it is for wage-earners, the State may pay up to 60% of operating costs and 40% of wages, provided that the training is organised in the same conditions as (b) above.

4. Vocational training. Such training must lead to a qualification at least equivalent to a trade certificate (certificat d'aptitude professionnelle - CAP) or an adult vocational training certificate. If the worker has previously received training of the (a) or (b) type above, his vocational training is the same as that of a French worker. Otherwise, he receives special training which qualifies for State aid provided it includes essential French and adequate prevocational training.

---

\* Full title: "Circular No. 944 of 21 May 1975 concerning policy for continuing vocational training of foreign workers: definition of priority areas for public assistance".

	T & D	Level	Sector	Country	In referring to this abstract please quote No. 13/L 273
	13			44	
<b>Author:</b> <b>Title:</b> <b>Bibliographical references:</b>	Loi No. 75-534 du 30 juin 1975 d'orientation en faveur des personnes handicapées Journal Officiel de la République française, Paris, Vol. 107, No. 151, 1 July 1975, p. 6596-6603.				
<b>Translation of title:</b>	Law No. 75-534 of 30 June 1975 to provide policy guidelines for handicapped persons				
<b>Subject analysis</b>	Law to encourage the social integration of handicapped persons: special education; vocational training and employment; grants for handicapped adults; social assistance; architectural modifications; housing grants or allowances, etc.				
<b>Contents analysis</b>  ILO T & D Publications, International Labour Office, CH-1211 Genève 22, Switzerland	<p>The education, vocational training and employment of mentally or physically handicapped persons are a national responsibility. The various types of action undertaken for the handicapped are to be aimed, whenever possible, at ensuring their access to institutions which are open to the general public. The Interministerial Committee for the Adaptation and Vocational Rehabilitation of the Handicapped (Comité interministériel de coordination en matière d'adaptation et de réadaptation) and a national advisory council for handicapped persons are jointly responsible for co-ordinating these activities.</p> <p><u>Main provisions respecting the education, training and employment of handicapped persons</u></p> <p>The State is responsible for the education and vocational training of handicapped children and adolescents. It will participate in the vocational training and apprentice training of handicapped young people by: (a) concluding vocational training agreements as laid down in the legislation concerning continuing vocational training within the framework of life-long education [cf. abstract No. 1/L 126, Vol. 10]; (b) giving assistance to specialised institutions recognised by the Minister responsible for agriculture.</p> <p>Provision is made for certain exceptions to regulations under the apprenticeship legislation regarding the age for admission and the duration and form of apprentice training. Grants may be made to companies agreeing to train handicapped apprentices, subject to conditions to be laid down by decree.</p> <p>The employment and retraining of handicapped persons are part of general employment policy.</p> <p>For each administrative district (département) a technical committee for vocational guidance and retraining is to be set up. It will replace the</p>				

previous departmental committee for the guidance of the disabled and will be responsible for: determining the condition of the handicapped worker, advising him, indicating the measures which should be taken for his retraining, and referring him to the appropriate establishments or services. The members of the departmental technical committee shall be appointed from among nominations submitted by representatives of rehabilitation institutions, centres for sheltered employment, handicapped workers and trade unions.

Vocational preparation and assessment centres (centres de préorientation) and teams responsible for the vocational preparation and follow-up of re-training activities for the handicapped are to be set up. They will work in conjunction with the departmental committees referred to above and the National Employment Service (Agence nationale de l'emploi).

Training agreements concluded between the State and undertakings or training centres may lay down conditions regarding the admission of handicapped persons, making due allowance for the difficulties peculiar to the different types of handicap. Handicapped workers can qualify for the financial assistance granted other persons undergoing vocational training.

A report on pedagogical and scientific research undertaken in the interests of the handicapped is to be presented to Parliament every five years.

The provisions of the law are to come into force before 31 December 1977 on dates to be determined by decree.

	T & D 13	Level -	Sector -	Country United Kingdom	In referring to this abstract please quote No. 13/B-67314 42
<b>Author:</b> <b>Title:</b> <b>Bibliographical references:</b>	<p>The education/training of the 16-18 year olds</p> <p>Brentford, Rubber and Plastics Processing Industry Training Board, 1975, 10 p.</p>				
<b>Translation of title:</b>					
<b>Subject analysis</b>	<p>Report on the need to help adolescents with low educational attainment to make the transition from school to work: learning as a single process; form and content of training/education; next steps.</p>				
<b>Contents analysis</b>  ILO T & D Publications, International Labour Office, CH-1211 Genève 22, Switzerland	<p>As a result of the Rubber and Plastics Processing Industry Training Board's concern with the limited recruitment of young people to the rubber and plastics industry and their lack of subsequent training, a Study Group was set up to make recommendations on action that the Board might take to improve the situation. It soon became apparent that the Board's concern regarding young people in its industry is part of a national problem which can be dealt with only within the framework of a national solution. Ideas providing such a framework have emerged from the initial work of the Study Group and are outlined below.</p> <p>The major problems of the 16-18 year olds relate to that section of the group who leave school without or with minimal academic attainment and no career ambitions, who take up unskilled work and generally find no commitment to the jobs in which they are placed. In this sense, the group, which constitutes almost half the relevant population, can be clearly demarcated from youngsters of this age following some type of training course.</p> <p>The basic issue can be stated succinctly. When a young person leaves school and starts work two dramatic and fundamental developments coincide, the one environmental and the other internal. If they match each other then the transition can be made with relative facility; if they do not, then the results can be costly both for society and the individual. The academic child can buy time for this transition by continuing in full-time education. The less academic 16-year-old school-leaver has to negotiate both changes simultaneously.</p> <p>Thus both career guidance and training need to be based not simply on the cognitive acquisition of knowledge or skill, but on a sensitivity to the depression, anxiety and hope which characterise this stage of human development. So far as the employer is concerned, this means that the</p>				

world of work needs to take on some of the characteristics of the world of school and be geared to adolescent needs. For example, "workplace tutors" could be appointed to help young people deal with the problems they encounter. Furthermore, the artificial barriers between education and training must be recognised. The human personality is not divisible into a portion which is educable and a portion which is trainable. Once the separation between education and training is abolished the essential elements of a curriculum begin to reveal themselves and it is possible to start designing a scheme of education/training for the fledgling adult.

In any such scheme the content must be felt by the youngster to be relevant to his needs and the back-to-school approach must be avoided at all costs. This line of thinking leads towards the concept of a programme which will give young people a growing understanding of the social processes within which their life is ordered. Interviews with young people indicate that such a programme might be conceived along the following lines.

Induction could well be extended from its present limited application to the immediate job to the wider discussion of the world of work. Subsequently the trainee should learn about the aspects of working life which affect him personally. For example, taking the supervisor's job as the starting point, he could study a range of topics from industrial relations through the production process to safety regulations. Other topics could cover the external pressures on his particular industry, money and financial matters (including house purchase and mortgages), and communications and numeracy.

The Study Group is continuing its work, conscious of the fact that much remains to be done in working out its basic ideas and in following the implications of its proposals.

100	INTERNATIONAL	45	Italie Italy
171 242	Commonwealth		
172 3	Pays en voie de développement Developing countries	458. 2	Malte Malta
		46	Espagne Spain
382.914 7	Conseil d'assistance économique mutuelle Council for Mutual Economic Assistance	469	Portugal
		47	URSS USSR
382. 914 2	Communauté économique européenne European Economic Community	471	Finlande Finland
		476	Biélorussie, RSS de Bielorussian SSR
4	EUROPE	477	Ukraine, RSS d' Ukrainian SSR
417	Irlande Ireland	481	Norvège Norway
42	Royaume-Uni United Kingdom	485	Suède Sweden
430. 2	Allemagne (Rép. féd. d') Germany (Fed. Rep. )	489	Danemark Denmark
430. 3	Rép. dém. allemande German Dem. Rep.	491	Islande Iceland
435. 9	Luxembourg		
436	Autriche Austria	492	Pays-Bas Netherlands
437	Tchécoslovaquie Czechoslovakia	493	Bélgique Belgium
438	Pologne Poland	494	Suisse Switzerland
439	Hongrie Hungary	495	Grèce Greece
44	France	496	Turquie Turkey



496. 5	Albanie Albania	54	Inde India
497. 1	Yougoslavie Yugoslavia	542. 5	Népal Nepal
497. 2	Bulgarie Bulgaria	548. 7	Sri Lanka
498	Roumanie Romania	549	Pakistan
5	ASIE ASIA	55	Iran
51	Chine China	549. 31	Bangladesh
512. 317	Hong-Kong Hong Kong	564. 3	Chypre Cyprus
517. 3	Mongolie Mongolia	567	Irak Iraq
519. 1	Corée (Rép. de) Korea (Rep. of)	569. 1	Rép. arabe syrienne Syrian Arab Rep.
519. 2	Corée (Rép. pop. dém. de) Korea (Dem. People's Rep. of)	569. 34	Liban Lebanon
52	Japon Japan	569. 41	Israël Israel
531	Arabie saoudite Saudi Arabia	569. 5	Jordanie Jordan
531. 1	Koweït Kuwait	581	Afghanistan
533. 1	Yémen démocratique Democratic Yemen	591	Birmanie Burma
533. 2	Yémen Yemen	593	Thaïlande Thailand
535. 1	Qatar	595. 01	Malaisie Malaysia
536. 6	Emirats arabes unis United Arab Emirates	595. 13	Singapour Singapore
		596. 1	Rép. khmère Khmer Rep.
		598. 2	Laos
		599. 1	Viet-Nam (Rép. du) Viet-Nam (Rep. of)

599.2	Viet-Nam (Rép. dém. du) Viet-Nam (Dem. Rep. of)	666.8	Côte-d'Ivoire Ivory Coast
6	AFRIQUE AFRICA	667	Ghana
611	Tunisie Tunisia	668.5	Dahomey*
619	Rép. arabe lybienne Libyan Arab Rep.	668.13	Togo
62	Egypte Egypt	669	Nigéria Nigeria
624	Soudan Sudan	671.1	Cameroun Cameroon
63	Ethiopie Ethiopia	672.1	Gabon
64	Maroc Morocco	672.4	Congo
65	Algérie Algeria	674	Rép. centrafricaine Central African Rep.
661.2	Mauritanie Mauritania	674.3	Tchad Chad
662.01	Mali	675	Zaïre Zaire
662.5	Haute-Volta Upper Volta	675.570.1	Rwanda
662.6	Niger	675.570.2	Burundi
663	Sénégal Senegal	676	Kenya
664	Sierra Leone	677.01	Somalie Somalia
665.1	Gambie Gambia	676.1	Ouganda Uganda
665.8	Guinée Guinea	678.2	Tanzanie Tanzania
666	Libéria Liberia	68	Afrique du Sud South Africa
		683.4	Souaziland Swaziland
		686.1	Lesotho
		687.85	Botswana
		689.41	Zambie Zambia

689.8	Malawi	8	AMERIQUE DU SUD
691	Madagascar		SOUTH AMERICA
698.2	Ile Maurice	81	Brésil
	Mauritius		Brazil
7	AMERIQUE DU NORD	82	Argentine
	NORTH AMERICA		Argentina
71	Canada	83	Chili
			Chile
72	Mexique	84	Bolivie
	Mexico		Bolivia
728.1	Guatemala	85	Pérou
728.3	Honduras		Peru
728.4	El Salvador	86	Colombie
			Colombia
728.5	Nicaragua	862	Panama
728.6	Costa Rica	866	Equateur
729.1	Cuba		Ecuador
729.2	Jamaïque	87	Venezuela
	Jamaica	892	Paraguay
729.3	Rép. dominicaine	899	Uruguay
	Dominican Rep.		
729.4	Haiti	9	OCEANIE
	Haiti		OCEANIA
729.5	Porto Rico	914	Philippines
	Puerto Rico	915	Indonésie
729.7	Iles Vierges		Indonésia
	Virgin Islands	931	Nouvelle-Zélande
729.87	Trinité et Tobago		New Zealand
	Trinidad and Tobago	932	Nouvelle-Calédonie
729.9	Bermudes		New Caledonia
	Bermuda	935	Ile Salomon
73	Etats-Unis		Solomon Islands
	United States		

### Abstracts services

1/29 (42)	1/61 (73)
1/59 (71)	1/78 (42)
1/60 (100)	1/107 (42)

### Adult education/training

1/26 (100)	2/B 61554 (71)
1/32 (100)	4/B 63429 (430.2)
1/51 (4)	10/B 63184 (73)
1/75 (485)	11/B 62902 (42)
1/84 (73)	11/B 65468 (54)
1/96 (55)	11/B 66188 (666.8)

### Agriculture and forestry

1/149 (100)	4/L 259 (493)
1/172 (94)	

### Apprenticeship

1/76 (73)	1/172 (94)
1/152 (436)	2/L 261 (437)
1/169 (436)	2/B 64766 (492)
1/170 (430.2)	

### Aptitude tests

3/B 60410 (81)

### Artisan trades

7/B 65083 (430.2)

### Attitudes, training/work

7/B 61811 (73)	8/B 65361 (44)
8/B 63286 (47)	

### Bibliographies

1/139 (44)	1/180 (44)
1/139 (73)	1/181 (430.3)
1/140 (100)	1/182 (42)

T & D Publications International Labour Office CH-1211 Geneva 22, Switzerland

Business games

6/B 65663 (4)

Career Development

1/20 (100)

2/B 58027 (430. 2)

Chemicals

1/15 (42)

Commercial training

1/38 (6)

1/168 (73)

Construction

1/14 (430. 2)

1/173 (436)

1/28 (493)

Continuing education/training

See "Recurrent ....."

Correlation, education/occupation

2/B 64865 (45)

12/B 64218 (430. 2)

3/B 63460 (430. 2)

12/B 66059 (42)

10/B 61284 (44)

12/B 66589 (44)

10/B 66795 (489)

13/B 64763 (485)

12/B 64016 (430. 2)

Correspondence training

1/165 (171242)

Costs/financing

1/176 (42)

9/B 60829 (430. 2)

9/L 248 (438)

9/B 61682 (430. 2)

9/B 60703 (430. 2)

9/B 65983 (47)

Council for Mutual Economic Assistance

10/B 61077 (382. 914 7)

Development philosophies

4/285 (100)

11/B 62780 (100)

## Drilling Technology

1/97 (42)

## Educational leave

1/13 (485)

2/B 60746 (430. 2)

## Employers' views

2/B 60227 (493)

## Employment structure

11/B 63182 (73)

12/B 64218 (430. 2)

## Environmental control

5/B 59857 (73)

## Equality of treatment

1/150 (4)

## Ergonomics

5/B 61791 (42)

## European communities

1/72 (4)

2/L 250 (382. 914 2)

## Evaluation

1/86 (100)

9/B 61810 (73)

1/166 (485)

10/B 63583 (73)

## Forecasting

10/B 60953 (42)

## Forestry schools

1/141 (100)

## Further education/training

1/98 (430. 2)

4/B 60633 (44)

2/L 270 (439)

5/B 61789 (42)

4/L 259 (493)

7/B 62755 (430. 3)

2/B 64369 (481)

12/B 64218 (430. 2)

Handicapped/disabled

1/21 (436)	1/117 (100)
1/25 (100)	2/L 250 (382, 914 2)
1/68 (100)	5/B 64452 (73)
1/69 (100)	8/B 65080 (430. 2)
1/70 (100)	13/B 66015 (73)
1/71 (5)	

Hotels and tourism

1/113 (5)	12/66059 (42)
-----------	---------------

Human resources development

1/5 (100)	5/B 66003 (42)
1/90 (100)	11/B 64647 (73)
1/146 (6)	

Industry-education co-operation

2/L 267 (44)	5/B 66018 (73)
--------------	----------------

Information/documentation

1/25 (100)	1/101 (8)
1/26 (100)	1/102 (485)
1/27 (5)	1/103 (6)
1/28 (493)	1/104 (430. 2)
1/29 (42)	1/105 (430. 3)
1/57 (42)	1/106 (100)
1/58 (100)	1/108 (5)
1/81 (6)	1/132 (73)
1/82 (430. 2)	1/141 (100)
1/83 (44)	1/164 (100)
1/88 (100)	

Innovation

1/10 (100)	4/B 64445 (430. 2)
1/120 (185)	

In-plant training

1/62 (44)	7/B 64726 (494)
-----------	-----------------

Institutions, training/educational

1/6 (430. 3)	1/7 (691)
--------------	-----------

## Institutions, training/educational (cont'd)

1/8 (663)	1/97 (42)
1/96 (55)	

## Interactive skills

1/147 (4)	5/B 64767 (73)
-----------	----------------

## Job satisfaction

3/B 64092 (73)	
----------------	--

## Learning difficulties

8/B 65080 (430. 2)	8/B 66193 (44)
--------------------	----------------

## Legislation

1/73 (430. 2)	2/L 261 (437)
1/74 (481)	2/L 264 (46)
1/75 (485)	2/L 266 (44)
1/118 (430. 2)	2/L 267 (44)
1/121 (73)	2/L 269 (915)
1/153 (668. 5)	2/L 270 (439)
1/154 (44)	4/L 259 (493)
1/155 (439)	4/L 271 (65)
1/156 (519. 2)	7/L 251 (438)
2/L 250 (382. 914 2)	9/L 248 (438)

## Literacy

1/67 (100)	1/109 (100)
------------	-------------

## Management/supervisory training

1/17 (669)	1/122 (-1723)
1/18 (669)	1/123 (100)
1/34 (73)	1/124 (931)
1/36 (73)	1/125 (42)
1/39 (100)	1/126 (42)
1/47 (485)	1/127 (42)
1/48 (100)	1/128 (73)
1/57 (42)	1/129 (73)
1/65 (5)	1/142 (42)
1/78 (42)	1/144 (42)
1/95 (100)	1/159 (100)
1/99 (5)	1/160 (44)
1/100 (100)	1/161 (42)



Management/supervisory training (cont'd)

2/L 270 (439)	7/B 60106 (42)
5/B 61792 (494)	7/B 62755 (430.3)
5/B 64768 (71)	10/B 62886 (54)
6/B 63562 (42)	10/B 66184 (42)
6/B 64872 (42)	11/B 62885 (42)
6/B 65663 (4)	11/B 64064 (6)

Manpower planning

1/11 (94)	1/121 (73)
1/12 (489)	2/B 64771 (94)
1/40 (100)	4/B 60044 (42)
1/43 (44)	4/B 60405 (42)
1/44 (44)	5/B 66018 (73)
1/45 (430.2)	11/B 61194 (73)
1/46 (100)	11/B 62780 (-1723)
1/77 (55)	11/B 63281 (-1723)
1/90 (100)	11/B 63437 (430.3)
1/119 (44)	11/B 63442 (430.3)

Materials handling

1/178 (430.3)

Methods/media

1/3 (100)	1/162 (100)
1/4 (100)	1/167 (42)
1/6 (430.3)	1/171 (430.2)
1/21 (436)	1/177 (915)
1/22 (430.2)	5/B 61793 (71)
1/45 (100)	5/B 66018 (73)
1/61 (73)	6/B 61395 (430.3)
1/63 (100)	6/B 63124 (42)
1/80 (73)	6/B 63533 (45)
1/91 (100)	6/B 63562 (42)
1/130 (45)	6/B 64872 (42)
1/131 (73)	6/B 65663 (4)
1/132 (73)	8/B 66193 (44)
1/145 (100)	

Migrants

1/42 (100)	1/150 (4)
1/93 (100)	

## Mines

1/116 (100)

## Minnesota Career Development Curriculum

3/B 65461 (73)

## Mobility of Labour

3/B 66009 (47)

12/B 58302 (436)

## Modular training

1/130 (45)

6/B 63533 (45)

5/B 65473 (71)

## Non-formal education

1/87 (100)

2/B 63316 (73)

1/110 (100)

2/B 63450 (73)

1/184 (100)

## Occupational structure

1/19 (430. 2)

1/160 (44)

1/20 (73)

1/169 (436)

1/155 (439)

## Operative training

1/178 (430. 3)

5/B 61793 (71)

## Paid educational leave

1/135 (4)

4/B 65998 (47)

4/B 61803 (45)

## Participation

2/B 61285 (8)

2/B 63754 (100)

## Planning, education/training

1/15 (42)

2/B 63754 (100)

1/16 (100)

5/B 59998 (100)

1/35 (382; 914 2)

5/B 64871 (73)

1/89 (100)

5/B 65473 (71)

1/94 (100)

11/B 62780 (100)

2/B 59422 (91)

Post-secondary

4/B 64445 (430. 2)

Prevocational training

2/L 267 (44)

13/B 58733 (430. 2)

2/B 58027 (430. 2)

Psycho-technical factors

7/B 61811 (73)

8/B 65080 (430. 2)

8/B 61280 (73)

8/B 65361 (44)

8/B 61281 (73)

Recurrent education/training

1/56 (44)

4/L 259 (493)

1/83 (44)

4/B 60333 (44)

1/153 (4)

5/B 61789 (42)

Reforms. reorganisation, reform proposals

2/L 261 (437)

2/B 64766 (492)

2/L 264 (46)

3/B 63459 (436)

2/B 60746 (430. 2)

3/B 65109 (430. 2)

2/B 63315 (671. 1)

5/B 61789 (42)

2/B 64369 (481)

6/B 65110 (44)

Relations. school/society

13/B 64763 (485)

Research, studies, surveys

1/23 (4)

2/B 63316 (73)

1/24 (430. 2)

2/B 63450 (73)

1/27 (5)

3/B 65461 (73)

1/49 (5)

7/B 61811 (73)

1/50 (436)

7/B 64726 (494)

1/79 (73)

8/B 61281 (73)

1/101 (8)

8/B 63286 (47)

1/102 (485)

8/B 65361 (44)

1/133 (100)

9/B 60703 (430. 2)

1/134 (45)

10/B 61077 (382. 914 7)

1/143 (100)

10/B 61284 (44)

1/164 (100)

10/B 63184 (73)

1/168 (73)

10/B 63583 (73)

10/B 66795 (489)

## Research, studies, surveys (cont'd)

12/B 58302 (436)	12/B 66059 (42)
12/B 61552 (47)	13/B 58733 (430.2)
12/B 64218 (430.2)	13/B 64763 (485)

## Restaurants and hotels

12/B 66059 (42)
-----------------

## Retraining

4/B 63429 (430.2)	11/B 62902 (42)
-------------------	-----------------

## Rural development

1/88 (100)	5/B 66018 (73)
1/112 (100)	11/B 59895 (6)
2/B 63315 (671.1)	11/B 63281 (-1723)
2/B 64060 (44)	11/B 65468 (54)
5/B 59998 (-1723)	11/B 66188 (666.8)

## Secondary education

1/12 (489)	3/B 65109 (430.2)
1/74 (481)	5/B 65473 (71)

## Semi-skilled workers

2/L 266 (44)
--------------

## Small-scale businesses

11/B 62885 (42)
-----------------

## Standards, africanisation

1/175 (6)
-----------

## Structure, organisational

1/167 (42)	4/B 60014 (42)
2/L 264 (46)	

## Systems approach

10/B 63177 (430.2)
--------------------

## Systems, training

4/L 271 (65)	4/L 259 (493)
--------------	---------------

Systems, training (cont'd)

2/B 59422 (94)	4/B 64445 (430. 2)
2/B 64369 (481)	4/B 65998 (47)
4/B 61803 (45)	12/B 66589 (44)
4/B 63429 (430. 2)	

Teacher training

1/85 (100)	7/L 251 (438)
1/157 (47)	

Technicians

1/33 (5)	2/B 60227 (493)
1/66 (5)	4/B 60405 (42)

Technological change

10/B 61077 (382. 914. 2)	12/B 61529 (489)
--------------------------	------------------

Technology, educational

1/83 (42)	10/B 63583 (73)
6/B 631142	

Tele-education

1/179 (430. 2)

Terminology

1/30 (382. 914. 7)	1/138 (54)
1/31 (100)	

Trade union views

2/B 61285 (8)	8/B 65361 (44)
2/B 60746 (430. 2)	9/B 60829 (430. 2)
3/B 63459 (436)	

Training, organisational change

13/B 63574 (44)

Training standards

1/9 (100)	1/14 (430. 2)
-----------	---------------

## Transport

1.111 (100)

1/171(489)

## University world of work

1.120 (485)

3/B 65109 (430.2)

## Video systems

1.106 (100)

## Vocational guidance/orientation

1.139 (44)

3/B 65461 (73)

1.139 (73)

3/B-66009 (47)

1.158 (42)

8/B 61280 (73)

2/B 58027 (430.2)

8/B 61281 (73)

3/B 60410 (81)

## Woodworking

1.16 (100)

## Women

1/41 (100)

1/150 (4)

1/51 (100)

1/163 (4)

1/52 (100)

2/B 64060 (44)

1/53 (73)

5/B 64768 (71)

1/136 (382.914 2)

8/B 61281 (73)

1/137 (382.914 2)

## World Bank, policies

1.46 (100)

11/B 62780 (100)

## Youth

1.117 (100)

1.149 (100)

The first number indicates the T & D classification, the second gives the number of the abstract or "News in Brief" item.

T & D Publications International Labour Office CH-1211 Geneva 22, Switzerland

ABETE, G.	6/B 63533	FAIRFAX, Olivia	1/183
ACHTEL, K.	7/B 62755	FAST, Dorothy	9/B 61810
AHMED, M.	1/184	FIELDER, F. E.	1/129
ANDERSSON, S.	13/B 64763	FILLEAU, R.	6/B 65110
		FLANNERY, S. T.	6/B 64872
BAKER, G. E.	7/B 61811	FÖRNER, A.	8/B 65040
BALLAZ, B.	1/123	FREYER, W.	10/B 63777
BARNOFSKI, U.	1/B 63429		
BILLEK, V.	1/21	GILLET, B.	8/B 66193
BINET, P.	1/123	GIROD, P.	1/123
BOISQUET, Nelly	12/B 66589	GÖRS, D.	2/B 60746
BREMBECK, C. S.	1/87	GRANDSTAFF, M.	2/B 63450
BRISCOT, A. G.	5/B 65473	GRÄTZ, F.	1/52
BROOKE, W. M.	2/B 61554	GREENWOOD, D. A.	6/B 63562
BUGNICOURT, J.	11/B 63281	GRÜNER, G.	3/B 65109
BUNNAGE, D.	12/B 61529		
		HAGUE, H.	7/B 60106
CALLAWAY, A.	11/B-59895	HAMBLIN, A. C.	1/86
CASEY, Florence	13/B 66015	HANSEN, Lorraine Sundal	3/B 65461
CHARMET, F.	8/B 66193	HAVERLAND, E. M.	10/B 63583
CHARNLEY, A.	1/135	HEGELHEIMER, A.	9/B 61682
CHEMERS, M. M.	1/129	HODAKOV, A. I.	8/B 63286
CHOFFRAY, J. M.	6/B 65663	HOFBAUER, H.	3/B 63460
CHRISTIANSSON, L.	13/B 64763	HÖHN, Elfriede	12/B 64016
COOK, J. E.	5/B 66018	HUTTNER, R.	6/B 61395
COOMBS, P. H.	1/184		
CORBERAND, A.	1/62	ILLIGENS, G.	7/B 62755
COVERDALE, G. M.	5/B 59998	ISLAND, D.	5/B 64767
COWELL, D.	10/B 66184		
		KAISER, F. J.	2/B 58027
DAVIES, G.	5/B 61791	KELL, A.	2/B 58027
DIAZ, S.	4/B 61803	KELLY, T. K.	12/B 66059
DIBBERN, H.	2/B 58027	KÖNIG, I.	1/31
DURAND, C.	8/B 65361	KUJKOV, A.	3/B 66009
DYK, Irene J.	1/50	KUPRIJANOVA, Z. V.	12/B 61552
	12/B 58302		

LALEZ, R.	2/B 63315	SINHA, A. D.	10/B 62886
LAVERY, F.	5/B 64768	SORKIN, A. L.	11/B 61194
LIPPITT, G. L.	5/B 66003	STIEFEL, R. T.	5/B 61792
LUBBOCK, B.	1/142		
McELREATH, M. P.	10/B 63184	TENNYSON, W. W.	3/B 65461
MEIGNANT, A.	13/B 63574	THOMPSON, T. J.	1/87
MEURS, F.	6/B 65663	TROWELL, K.	6/B 64872
MICHA LLAT, R.	1/123	TU QAN, M. L.	1/185
MILIS, T.	11/B 64647	VERZETNITSCH, F.	3/B 63459
MOORE, Joy	5/B 64768	VU-TU-HUONG,	
MORANO, R. A.	8/B 61280	Catherine	1/139
MORTENSEN, N.	12/B 61529		
MULLER, K. R.	1/48	WARNATH, C. F.	3/B 64092
		WEBSTER, Pat	11/B 62902
NEFF, K.	2/B 63316	WERNER, H.	1/31
N'GOY NZE, S.	11/B 66188	WHITEHEAD, A. K.	5/B 61789
		WINTERHAGER, W. D.	1/45
OGGENFUSS, F.	7/B 64726	WOOD, G.	11/B 62885
OKUN'KOV, L.	12/B 66828		
ONANA, L.	11/B 66188	ZABECK, J.	4/B 64445
ØRUM, B.	10/B 66795	ZIKRINOV, F.	3/B 66009
		ZUEV, V.	9/B 65983
PANKIN, M.	4/B 65998		
PAREJO-			
GONZÁLEZ, E.	2/B 61285		
PIETSCH, W.	11/B 63437		
PILLON-CHOPART,			
Madeleine	12/B 66589		
RAHE, H.	1/168		
RANKIN, J. R.	5/B 61793		
RHINE, Shirley, H.	11/B 63182		
RICHARDSON, F. D.	5/B 64767		
RICHARDSON, Mary Sue	8/B 61281		
RIVIERE, Lydie	11/B 66188		
ROMSZOWSKI, A. J.	1/63		
ROSDAHL, A.	12/B 61529		
ROSSBERG, J.	7/B 65083		
SAINT, A. M.	1/143		
SALINGER, Ruth D.	5/B 64871		
SCHNEEWEISS, D.	11/B 63442		
SEDMARK, D. C.	1/128		
SHERRINGTON, R.	6/B 63124		



938

Iles Gilbert et  
Ellice  
Gilbert and Ellis  
Islands

Australie  
Australia

95

Papoua-Nouvelle  
Guinée  
Papua New Guinea

961. 1

Fidji  
Fiji

Désormais dénommé "Bénin".  
Henceforth known as "Benin".

### Africa

1/38                      1/110  
1/81                      11/B 59895  
1/103                     11/B 64064

### Algeria

4/L 271

### Asia

1/33                      1/99  
1/66

### Australia

1/11                      2/B 59422  
1/152                     2/B 64771  
1/172

### Austria

1/21                      1/173  
1/50                      3/B 63459  
1/169                     12/B 58302

### Belgium

1/28                      4/L 259  
2/B 60227

### Brazil

3/B 60410

### Cameroon

2/B 63315

### Canada

1/59                      5/B 64768  
2/B 61554                5/B 65473  
5/B 61793

### Caribbean

1/101

### CMEA, C'tries of

1/55                      10/B 61077

### Commonwealth

1/91                      1/165  
1/164

### Czechoslovakia

1/L 261

### Dahomey\*

1/153

### Denmark

1/12                      10/B 66795  
1/174                     12/B 61529

### Developing countries

1/46                      1/122  
1/58                      1/184  
1/67                      5/B 59998  
1/71                      11/B 62780  
1/85                      11/B 63281  
1/92

### EEC, C'tries of

1/72                      2/L 250  
1/137

### Europe

1/2                        1/27  
1/3                        1/30  
1/23                        1/42

## Europe (cont'd)

1/49	1/117
1/54	1/133
1/65	1/136
1/95	1/150
1/112	1/151
1/113	1/163
1/114	6/B 65663

## France

1/43	2/L 266
1/44	2/L 267
1/56	2/B 64060
1/62	4/B 60633
1/64	6/B 65110
1/119	8/B 65361
1/123	8/B 66193
1/139	10/B 61284
1/154	12/B 66589
1/160	13/B 63574
1/180	

## German Dem. Rep.

1/6	6/B 61395
1/105	7/B 62755
1/140	11/B 63437
1/178	11/B 63442
1/181	

## Germany (Fed. Rep.)

1/14	1/145
1/19	1/170
1/22	1/171
1/24	1/179
1/31	2/B 58027
1/45	2/B 60746
1/48	3/B 63460
1/73	3/B 65109
1/82	4/B 63429
1/98	4/B 64445
1/104	7/B 65083
1/108	8/B 65080
1/118	9/B 60703
1/140	9/B 60829

## Germany (Fed. Rep.) (cont'd)

9/B 61682	12/B 64218
10/B 63177	13/B 58733
12/B 64016	

## Hungary

1/155	2/L 270
-------	---------

## India

1/138	11/B 65468
10/B 62886	

## Indonesia

1/177	2/L 269
-------	---------

## International

1/1	1/68
1/4	1/69
1/5	1/70
1/9	1/80
1/10	1/87
1/16	1/88
1/25	1/90
1/26	1/93
1/32	1/94
1/35	1/115
1/36	1/116
1/37	1/141
1/39	1/146
1/40	1/149
1/41	1/159
1/51	1/162
1/60	2/B 63754
	13/B 65684

## Iran

1/77	1/96
------	------

## Italy

1/130	4/B 61803
1/134	6/B 63533
2/B 64865	

## Ivory Coast

11/B 66188

## Korea (Dem. People's Rep. of)

1/156

## Latin America

1/101

2/B 61285

## Madagascar

1/7

## Netherlands

2/B 64766

## New Zealand

1/124

## Nigeria

1/17

1/175

1/18

## Norway

1/74

2/B 64369

## Poland

7/L 251

9/L 248

## Senegal

1/8

## Spain

2/L 261

## Sweden

1/13

1/120

1/17

1/166

1/75

13/B 64763

1/102

## Switzerland

5/B 61792

7/B 64726

## United Kingdom

1/15

1/161

1/29

1/167

1/57

1/176

1/63

1/182

1/78

1/183

1/86

4/B 60044

1/89

4/B 60405

1/97

5/B 61789

1/100

5/B 61791

1/107

5/B 66003

1/111

6/B 63124

1/125

6/B 63562

1/126

6/B 64872

1/127

7/B 60106

1/135

10/B 60953

1/142

10/B 66184

1/144

11/B 62885

1/147

11/B 62902

1/158

12/B 66059

## United States

1/20

2/B 63316

1/34

2/B 63450

1/53

3/B 64092

1/61

3/B 65461

1/76

5/B 59857

1/79

5/B 64452

1/80

5/B 64767

1/84

5/B 64871

1/106

5/B 66018

1/109

7/B 61811

1/121

8/B 61280

1/128

8/B 61281

1/129

9/B 61810

1/131

10/B 63184

1/132

10/B 63583

1/139

11/B 61194

1/143

11/B 63182

1/148

11/B 64647

1/168

13/B 66015

USSR

1/140	8/B 63286
1/157	9/B 65983
3/B 66009	12/B 61552
4/B 65998	12/B 66828

\* Henceforth known as Benin

Annali della Pubblica Istruzione (00153 - Roma)  
Ministero della Pubblica Istruzione  
Viale Trastevere  
4 nos p. a. Lit 3. 700

British Journal of Industrial Relations (London W. C. 2)  
London School of Economics and Political Science  
Houghton Street, Aldwych  
3 nos p. a. £ 8

Bulletin d'information (Strasbourg)  
Conseil de l'Europe  
Centre de documentation pour l'éducation en Europe  
3 nos p. a. Gratuit

Bulletin Officiel du ministère du Travail, de l'Emploi et  
de la Population (75 - Paris 15e)  
Direction des Journaux Officiels  
26, rue Desaix  
Irreg. FF 20

Dziennik Urzędowy Ministerstwa Oświaty y Wychowania (Warszawa)  
Ministerstwo Oświaty i Wychowania  
PUPIK "Ruch" Łódź, ul. Kopernika 52  
Irreg. Zł 30

Harvard Business Review (Uxbridge MA 01569)  
Graduate School of Business Administration  
Subscription Service Department, P. O. Box 291  
6 nos p. a. US\$ 18

Journal Officiel de la République française (75 - Paris 15e)  
Gouvernement français  
26, rue Desaix  
Irreg. FF 65

Literacy Work (Teheran)  
International Institute for Adult Literacy Methods  
P. O. Box 1555

US\$ 6

Mitteilungen aus der Arbeitsmarkt- und Berufsforschung (7 Stuttgart 1)

W. Kohlhammer GmbH

Urbanstrasse 12-16, Postfach 747

4 nos p. a.

DM 80

Odborná výchova (Praha 2-Nové Město) -

Státní pedagogické nakladatelství

Lazarská ul. 8

5 nos p. a.

Kčs 12, 50

Perspectives (75700 Paris)

UNESCO

7, Place de Fontenoy

4 nos p. a.

FF 32

Quaderni di Formazione (00161 - Roma)

Istituto per lo Sviluppo della Formazione Professionale dei Lavoratori

Via Bartolomeo Eustachio, 8

12 nos p. a.

Škola i proizvodstvo (Moskva 1-18)

Organ Ministerstva Prosvešćenija RSFSR

41. Tretij proezd Marinoj Roščj

12 nos p. a.

Roub. 0. 30 per copy /par ex.

Socialističeskij Trud (Moskva K-12)

Gosudarstvennyj Komitet Soveta Ministrov SSSR po Voprosam Truda

i Zarabotnoj Platy

1 pl. Kujbyševa

12 nos p. a.

Roub. 0. 50 per copy /par ex.

# **ILO functions in vocational training**

## **L'OIT et la formation professionnelle**



The International Labour Office collects information and undertakes research on training policies and practices in all fields of economic activity.

### **Documentation**

Le Bureau international du Travail rassemble les informations et entreprend des recherches sur les politiques et les pratiques en matière de formation, dans tous les secteurs de l'activité économique.

The International Labour Conference has established international standards concerning the organisation and methods of training.

### **Standards Normes**

La Conférence internationale du Travail a élaboré des normes internationales concernant l'organisation et les méthodes de la formation.

The International Labour Office is involved in technical co-operation in some 80 countries through more than 500 experts in vocational training and management development.

### **Co-operation Coopération**

Le Bureau international du Travail participe à la coopération technique dans quelque 80 pays par l'action de plus de 500 experts en formation professionnelle et en perfectionnement des cadres.

The International Labour Office provides a continuing information service through research reports and periodical publications.

### **Information**

Le Bureau international du Travail fournit un service d'information continue par la voie de rapports de recherche et de publications périodiques.