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Volkmar Gottsleben

Die Manpower-Forschung der OECD – Organisation und Inhalt

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Die Manpower-Forschung der OECD – Organisation und Inhalt

Eine Übersicht Volkmar Gottsleben

Gliederung

- 1 Überblick über die Organisation der OECD
- 2 Die Manpower-Forschung der OECD
 - 2.1 Stellen der OECD, die sich mit Manpower-Forschung befassen
 - 2.1.1 Das Manpower and Social Affairs Directorate
 - 2.1.2 Das Directorate for Scientific Affairs
 - 2.1.3 Das Economics and Statistics Department
 - 2.1.4 Agriculture Directorate
 - 2.1.5 Der Information Service
 - 2.2 Einzelne Forschungsbereiche
 - 2.2.1 Das Mediterranean Regional Projekt (MRP)
 - 2.2.2 Das Educational Investment Programme (EIP)
 - 2.2.3 Manpower-Planung und Bedarfsprognose
 - 2.2.4 Technischer Fortschritt und Manpower-Bedarf
 - 2.2.5 Probleme ländlicher Arbeitnehmer

3 Anhänge

Verzeichnis der OECD-Veröffentlichungen auf dem Gebiet der Manpower-Forschung

- I. Nach herausgebenden Körperschaften und Veröffentlichungsformen
- II. Nach Sachgebieten III.

Nach Alphabet

1 Überblick über die Organisation der OECD

Die OECD (Organisation of Economic Cooperation and Development) wird getragen von den Regierungen der Mitgliedsländer. Ihr oberstes beschlußfassendes Organ ist das Council (Rat), in welches die Regierungen ihre Vertreter entsenden. Das Council bestellt alljährlich einen Vorsitzenden (1968: Karl Schiller). Die einzelnen Fachgebiete des wissenschaftlichen Programms werden beraten von den Committees (Ausschüsse). Ihre Mitglieder werden von den nationalen Regierungen benannt. Sie beschließen über Forschungsvorhaben und -Veranstaltungen. Organisation und der auf die OECD entfallende Teil der Durchführung solcher Programme wird OECD-Secretariat bewerkstelligt, darüber hinaus auch die Verwaltungsaufgaben und die Veröffentlichungsarbeit obliegen. Dem Secretariat steht der Secretary General (Generalsekretär) vor (seit Bestehen der OECD: Thorkil Kristensen). Es ist unterteilt in Directorates (Direktionen). Jedem Committee ist normalerweise ein Directorate mit gleichem Fachgebiet zugeordnet. Die Directorates führen Vorhaben der entsprechenden Committees aus. Den Directorates steht jeweils ein *Director* vor. Sie sind üblicherweise gegliedert in *Divisions* (Abteilungen), deren Leiter *Heads* genannt werden. Die Divisions sind zuständig für Teilbereiche desjenigen Fachgebiets, mit dem das zugehörige Directorate befaßt ist. Neben den Divisions bestehen mannigfache Gliederungseinheiten, die *Units*, *Groups*, *Branches* usw. heißen und die ein gemeinsam interessierendes Forschungsgebiet bearbeiten.

Neben den Directorates gehören dem Secretariat noch andere Gruppierungen an¹). Ziel der wissenschaftlichen Arbeit der OECD ist es in erster Linie, die Mitgliedsländer in ihren eigenen Vorhaben zu beraten, ihnen Anregungen zu geben und den Erfahrungsaustausch zu fördern. Darum ist das Secretariat mit seinen Gruppierungen hauptsächlich Organisator und Koordinator der Aktivitäten in Politik und Forschung seiner Mitgliedsstaaten.

Als Herausgeber der Veröffentlichungen treten die Directorates, Divisions und (oder) andere Gruppierungen auf; normalerweise lassen sich die Veröffentlichungen jedoch einem *Directorate* zuordnen. In den ersten Jahren nach Gründung der Organisation war mitunter als Herausgeber nur die OECD angegeben. Dies gilt besonders für die noch von der OEEC (Organisation of European Economic Cooperation, der Vorläufer der OECD) begonnenen Arbeiten.

2 Die Manpower-Forschung der OECD

2.1 Stellen der OECD, die sich mit Manpower-Forschung befassen²)

Die beiden Brennpunkte der Manpower-Forschung der OECD sind:

Das Manpower and Social Affairs Directorate (Direktion Arbeitskräfte und Sozialfragen) und das Scientific Affairs Directorate (Direktion Naturund Ingenieurwissenschaften).

z. B. der Information Service; vgl. Schaubild S. 46²) außerhalb der Betrachtung bleibt hier die ausschließlich auf Entwicklungsländer bezogene Forschung

Beiträge liefern ferner:

Das Economics and Statistics Department (Hauptabteilung Wirtschaft und Statistik), das Agriculture Directorate (Direktion Landwirtschaft), der Information Service (Informationsabteilung).

2.1.1 Das Manpower and Social Affairs Directorate

Director ist Gösta *Rehn.* Das Directorate ist gegliedert in:

Die Social Affairs Division (Abteilung Sozialfragen). Head der Division war bis Dezember 1967 Solomon Barkin.

Die Manpower Division (Abteilung Arbeits-kräfte). Sie wird geleitet von Jean-Pierre Pilliard.

Die größere der beiden Abteilungen ist die Social Affairs Division, unter deren Namen auch die meisten Veröffentlichungen erscheinen. Da eine strenge Arbeitsteilung zwischen den Divisions jedoch nicht besteht, soll das Directorate im folgenden als Einheit behandelt werden. Das Forschungsprogramm des Manpower and Social Affairs Directorate basiert auf dem Konzept der Active Manpower Policy. Darunter ist eine Beschäftigungspolitik im weiteren Sinne zu verstehen. Statt sich auf die Beseitigung konjunktureller Arbeitslosigkeit zu beschränken, soll die Manpower-Politik zu einem vollwertigen Mitglied im Orchester der wirtschafts- und sozialpolitischen Instrumente werden. Sie soll eingesetzt werden z. B. im Dienst von Wachstumszielen, zur Währungsstabilisierung, zur sozialen Integration von Sondergruppen usw. Der Blick soll mehr auf langfristige Erfordernisse gelenkt werden. Die Arbeitsmarktpolitik soll präventiven Charakter bekommen. Statt auf das Entstehen von Arbeitslosigkeit zu warten und erst dann wirksam zu werden, soll sie die Gefahren, die der Vollbeschäftigung (auch aus nicht-konjunkturellen Gründen) drohen, bereits im voraus erkennen und ausschalten.

Zum Aufgabenbereich der Active Manpower Policy gehört es auch, Überbeschäftigung zu vermeiden; Gastarbeiter müssen angeworben, das unausgeschöpfte Reservoir der nationalen Arbeitskraft erschlossen werden, wenn es nötig ist. Man hält die Zusammenfassung bzw. zumindest enge Verknüpfung bisher bestehender, jeweils aber nur mit Teilaspekten befaßter nationaler Körperschaften für unumgänglich'). Directorate versucht, dieses Konzept in den Mitgliedsländern bekanntzumachen, es durch gemeinsame Forschung auszubauen und zu einem geschlossenen Manpower-Programm zu verdichten. Es will die Anerkennung des Konzepts erreichen und die staatlichen und privaten Willensträger zur entsprechenden Adjustierung ihrer politischen Bemühungen bewegen. Ein Ziel des Directorate ist es, Kontakte zwischen Politikern,

Gewerkschaften, Unternehmerverbänden und Wissenschaftlern der Partnerländer zum Zwecke des Erfahrungsaustausches und der Zusammenarbeit herzustellen.

Seine Arbeitsweise ist auf dieses Ziel abgestimmt. Es unternimmt *Einzeluntersuchungen*, die meist von OECD-Consultants ausgeführt werden. Bis auf einige Arbeiten aus der Anfangszeit der OECD werden diese Einzeluntersuchungen in Serien durchgeführt. Jede Serie widmet sich einem Teilaspekt der Manpower-Problematik. Die Einzelbeiträge werden unter dem Serientitel in gesonderten Bänden veröffentlicht. Sie sind mit Unterthemen des Serientitels befaßt²).

Daneben legt das Manpower and Social Affairs Directorate Schwerpunkte seiner Arbeit auf Seminare und Studienmissionen für bzw. von Arbeitgeber- und (oder) Arbeitnehmerorganisationen.

Die Themen der Seminare sind bis zu einem gewissen Grade auf die Serientitel der Einzeluntersuchungen abgestimmt. Berichte werden in den Seminar Reports veröffentlicht. Zu jedem Seminarbericht wird ein Supplement herausgegeben, welches Sonderbeiträge, Case-Studies und Länderberichte enthält³).

Studienmissionen sind kleine Gruppen nationaler Arbeitgeber- und (oder) Arbeitnehmervertreter, welche ein anderes OECD-Land bereisen und im Hinblick auf die Lösung eines bestimmten Problems der Active Manpower Policy analysieren. Einerseits soll dadurch auf dem Wege konstruktiver Kritik das untersuchte Land zur Verbesserung angeregt werden, andererseits sollen die übrigen Länder aus dem Beispiel lernen. Die Themen sind sehr eng gefaßt; eine Zuordnung zu den Seminar- und Serienthemen wird im Anhang II versucht⁴).

Große Bedeutung kommt in allen Bereichen dem internationalen Vergleich zu. Manchmal werden internationale Fragebogenerhebungen gemacht (veröffentlicht z. B. in den Seminarberichten und Supplements).

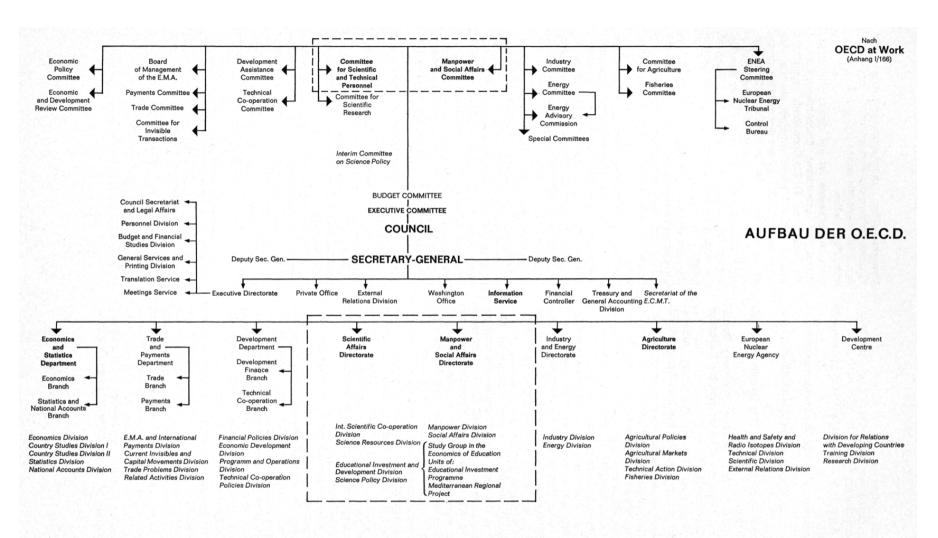
Politische Lösungen werden analysiert, verglichen und beurteilt. Ideenreich werden Vorschläge zur Bewältigung ganz konkreter praktischer Schwierigkeiten unterbreitet. Besondere Erwähnung verdient wegen ihres Gewichts im Forschungsprogramm des Directorate

Weitere Ausführungen zum Konzept der Active Manpower Policy in: Social Affairs Division — Seminarberichte, 1963, insbesondere Beitrag von Solomon Barkin, S. 45—47 und Wight. E. Bakke, S. 53—62: Anhang I, 74; sowie Social Affairs Division — Seminarberichte, 1964, Anhang I, 78. Vgl. auch Anhang II, 6—9.

 $^{^2)}$ bisher erschienene Bände (Stand: Okt. 1967) in Anhang I, $30 -\!\!\!\! -73$

³) bisher veröffentlichte Reports und Supplements (Stand: Dez. 1967) im Anhang I, 74—92.

bisher veröffentlichte Berichte (Stand: Dez. 1967) im Anhang I, 1—29



Die für die Manpower-Forschung relevanten Stellen sind durch Fettdruck hervorgehoben. Schwerpunkte der Manpower-Forschung sind die mit einer gestrichelten Linie eingerahmten Stellen. die Reihe "Reviews of Manpower and Social Policies". Die Einzelbände enthalten Berichte über Länderprüfungen, welche durch Gruppen von in der Regel 3 Experten (von denen nur einer der OECD angehören soll) durchgeführt werden. Ihr Sinn ist es, Erfahrungen und Neuerungen auf dem Gebiet der Manpower-Politik zu beschreiben, um erstens den übrigen Mitgliedsländern Anregungen zu vermitteln und zweitens, um dem Manpower and Social Affairs Committee einen Einblick in Maßnahmen zu geben, welche die Mitgliedsländer in ihrer Gesamtheit berühren. Insgesamt sind bisher sieben solcher Prüfungen abgeschlossen. Sechs Länderberichte sind veröffentlicht worden¹). Ein Bericht über Norwegen ist in Vorbereitung. Andere Länderprüfungen sind im Gange. Auch die Bundesrepublik hat ihre Bereitschaft erklärt, in der nächsten Zukunft einem Expertenteam die Prüfung zu gestatten. Ein hoher Anteil der Bemühungen richtete sich in der Vergangenheit auf die Problematik der Mobilität. Untersuchungen galten zunächst der geographischen Mobilität. Es wurde gefragt, wie die Förderung organisatorisch zu gestalten sei, welches die Gründe für mangelnde Wanderbereitschaft sind, auf welchem Wege die Barrieren abgebaut werden können und wie die einzelnen Länder sich der Aufgabe entledigen. Im Brennpunkt des Interesses standen Landarbeiter und Gastarbeiter. Besonders in den beiden letzten Jahren wurde dann der beruflichen Mobilität mehr und mehr Aufmerksamkeit gewidmet. Die berufliche Aus- und Weiterbildung sowie die Umschulung als Instrumente der Beschäftigungspolitik wurden diskutiert. Der Einfluß des technischen Fortschritts und der Automation auf die berufliche Mobilität rückte ins Blickfeld; besonders die Studienmissionen waren eingehend mit diesem Thema befaßt. Die Möglichkeiten, technische Entwicklungen zu prognostizieren, werden jedoch hier noch nicht geprüft. Bildungs-, Ausund Weiterbildungsfragen spielen eine Hauptrolle auch in den Studien über strukturell arbeitslose Gruppen. Methoden zur Behandlung Probleme dieser Sondergruppen werden besprochen. Andere Sondergruppen, Frauen und ältere Arbeitnehmer, sollen in Zeiten der Überbeschäftigung das Arbeitsangebot vergrößern. Das Directorate prüft Möglichkeiten und Grenzen der Eingliederung dieser Reserven in den Erwerbsprozeß. Schließlich forscht das Directorate über saisonale und sektorale, speziell landwirtschaftliche Unterbeschäftigung.

2.1.2 Das Directorate for Scientific Affairs

Während das Manpower and Social Affairs Directorate von Überlegungen über Unterbeschäftigung ausging und dabei auf die Bedeutung von Wachstum und Ausbildung für seine Ziele stieß, verlief der Weg im *Scientific Affairs Directorate* umgekehrt. Bildungsplanung war die Aufgabe,

und man richtete sich in den Ansätzen nach dem ökonomischen Bedarf. Anders als im Bereich des Manpower and Social Affairs Directorate, dessen Arbeit vornehmlich praktisch-politisch orientiert ist, wird beim Scientific Affairs Directorate das Programm entscheidend von Vertretern der theoretischen Bildungsökonomie geprägt.

Der Grund für die Ausklammerung des Themenkreises *Manpower-Bedarfsprognose* im Manpower and Social Affairs Directorate und die starke Ausprägung, welche das gleiche Problem im Scientific Affairs Directorate gefunden hat, dürften sich aus diesen verschiedenen Wurzeln erklären. Weil das Manpower and Social Affairs Directorate eben doch in der kurzfristig orientierten Beschäftigungspolitik herkömmlicher Prägung seinen Ursprung hat, befaßte man sich dort weniger mit der Entwicklung von Techniken für die langfristige Bedarfsprognose.

Bildungsplaner und das Scientific Affairs Directorate hatten den langen Zeitraum zwischen Beginn der Planungsperiode und dem Eintritt der ausgebildeten Arbeitskräfte in den Manpowerbestand zu berücksichtigen. Sie waren darum gezwungen, Methoden zur Antizipierung der sich wandelnden Anforderungen an die Fähigkeiten der Arbeitskräfte zu entwickeln, damit eine langfristig orientierte Arbeitsmarktpolitik vorgeschlagen werden konnte.

Das Directorate ist gegliedert in z. Z. vier Divisions, von denen insbesondere die Educational Investment and Development Division unser Interesse verdient. Von hier aus wurde die Study Group in the Economics of Education organisiert, eine lose verbundene internationale Gruppe von Bildungsplanern und Ökonomen. Es gehören der Division ferner die Units des Mediterranean Regional Projects (MRP-Unit) und des Educational Investment and Planning Programme (EIP-Unit) an²).

Die Study *Group* bestand von 1961 bis 1965. Sie veranstaltete durchschnittlich zwei Konferenzen im Jahr. Papers, Beiträge usw. wurden — ähnlich den Seminarberichten des Manpower and Social Affairs Directorate — in Sammelbänden veröffentlicht. Eine Art konstituierendes Treffen fand bereits im Oktober 1961 in Washington statt. Es wird kurz als *Washington-Conference* zitiert³). Mit dem Bericht über diese *Washington-Conference* liegen fünf Konferenzberichte vor⁴). Die Study *Group* betrachtete es als ihre Aufgabe, Zusammenhänge zwischen Erziehung

für Schweden, 1963; USA, 1964; Griechenland, 1965; Kanada, 1966; Österreich, 1967; Niederlande, 1967; vgl. Anhang I, 64—69.

²) Vgl. Graphik S. 46.

³) Policy Conference on Economic Growth and Investment in Education, OECD 1965, 2. Aufl., Anhang I, 97

⁴) Anhang I, 97—152

und ökonomischem Fortschritt zu erforschen. Von den verschiedenen Ansätzen, den ökonomischen Beitrag der Erziehung in den Griff zu bekommen¹), spielte der *Manpower Forecasting Approach* die dominierende Rolle. Wie stets lag auch hier die Aktivität des OECD Secretariat hauptsächlich bei der Organisation und Koordination. Mit einer Ausnahme gehörten die Mitglieder der Study Group nicht der OECD an.

Der erste Bericht der Study Group über die 1961 abgehaltene (konstituierende) Washington-Conference zeigte, daß in Zukunft der Manpower Forecasting Approach im Zentrum der Aktivität stehen sollte. Der 1964 erschienene Band "Economic Aspects of Higher Education²) diente vorwiegend der Zerlegung des Problems in Einzelaspekte. Die beiden folgenden Berichte befassen sich mit solchen Einzelaspekten: Bildung und Wachstum³) und Bildungsfinanzierung⁴): In ihrem letzten Bericht über ein Treffen vom 8. und 9. 3. 1965 schließlich rückte die Study Group von ihrem ökonomischen Fragenkreis ab und wandte sich sozialen Problemen zu: Gleichheit der Bildungschancen und Demokratisierung des Bildungswesens⁵).

Konferenzberichte und Sammelbände bilden auch für die anderen Themen des Directorate die wesentlichste Veröffentlichungsform. Daneben sind vor allem die Serien über das Mediterranean Regional Project (MRP) und das Educational Investment and Planning Programme (E/P) von Bedeutung. Sie erscheinen unter dem Serientitel "Education and Development". Es werden unterschieden Technical Reports⁶) und Country Reports'). Unter die Country Reports fallen die Länderberichte des Mediterranean Regional Pro-/ect⁸), der bisher praktisch bedeutendsten Arbeit unter der Regie der Educational Investment and Development Division, und des EIP9). Auf MRP und EIP wird unten unter "Einzelne Forschungsbereiche" einzugehen sein. noch Einzelberichte sind selten¹⁰).

2.1.3 Das Economics and Statistics Department

Das *Department* ist für die Manpower-Forschung von Bedeutung wegen der *Statistical Bulletins*. Manpower Statistics, demographische Entwicklungen usw. werden veröffentlicht¹¹).

2.1.4 Das Agriculture Directorate

Das Agriculture Directorate betreibt Manpower-Forschung für den Sonderbereich der ländlichen Arbeitskräfte. Ausbildung auf den verschiedenen Niveaus und die Mobilität vom Land in die Stadt bzw. von der Landarbeit zur Industrie stehen im Mittelpunkt¹²). Eine Koordination zu den Arbeiten des Manpower and Social Affairs Directorate, das auf dem gleichen Gebiet forscht, ist nicht festzustellen.

2.1.5 Der Information Service

Der *Information Service* ist als Herausgeber des OECD-Observer¹³), der Zusammenfassungen und Vorankündigungen neuer Studien sowie Aufsätze enthält, zu erwähnen.

2.2. Einzelne Forschungsbereiche

2.2.1 Das Mediterranean Regional Project (MRP)

Head der MRP-Unit ist Louis Emmerij¹⁴). Das MRP wurde 1961/62 in Angriff genommen. Es verbindet 6 Mittelmeerländer (Italien, Spanien, Türkei, Jugoslawien, Griechenland, Portugal), die eine Reihe gemeinsamer Probleme haben (geringes Pro-Kopf-Einkommen, hoher Anteil der Beschäftigten in der Landwirtschaft, unterentwickeltes Bildungswesen, geringer Anteil der Bildungsausgaben am Sozialprodukt). Sie wollen die Industrialisierung beschleunigen und das Wachstum forcieren. Sie sind sich darüber im klaren, daß sie zu diesem Zweck einen (vornehmlich berufsorientierten) Ausbau des Bildungswesens betreiben müssen. Sie haben daher im MRP einen gemeinsamen Rahmen für die Bildungsplanung geschaffen. Ausgehend von einem vorgegebenen Wachstumsziel sollte der Manpower-Bedarf ermittelt werden. Planungszeitraum war die Periode 1960—1975. Für diese 15 Jahre sollten die 6 Länder die "benötigten" Outputs des Bildungswesens, zusätzlichen Bedarf an Lehrern, Gebäuden usw. schätzen, die geographische Verteilung neuer Bildungseinrichtungen planen, die Lehrmethoden verbessern, neue Ausbildungswege außerhalb des traditionellen Systems entwickeln (Erwachsenenbildung, On-the-Job-Training usw.), die finanziellen Implikationen der realen Pläne errechnen, einen Zeitplan für die entsprechende Ausweitung des Bildungswesens über die 15 Jahre anfertigen und die Ausbilsuchen¹⁵). dungsziele zu erreichen grundlegende methodologische Konzept für den OECD-Manpower-Approach (siehe allgemein und für das MRP speziell ist ein Mo-

¹⁾ unterschieden nach Bowen, W. G., "Assessing the Economics Contribution of Education", in: Economic Aspects of Higher Education 1964, Anhang I, 109

²) Anhang I, 107

³) "The Residual Factor and Economic Growth", Anhang I, 116

⁴) "Financing of Education for Economic Growth", Anhang I, 121

⁵) "Social Objectives in Educational Planning", Anhang 1, 141

⁶⁾ Anhang , 164 und 178

⁷) Anhang , 207—215

⁸⁾ Anhang , 208—213

⁹⁾ Anhang , 214—215

¹⁰) Anhang , 93—96

¹¹) Anhang , 240—242

¹²⁾ Anhang , 231—239

¹³) Anhang , 243

¹⁴) vgl. "Financing of Education . . ." (Anhang I, 121) List of Participants

¹⁵) zu den Zielen vgl. "Forecasting Educational Needs", Anhang I, 229, S. 9—11

dell von *Tinbergen*, J. und Bos, H. C.: "A Planning Model for the Educational Requirements of Economic Development"1).

Die Länderberichte für die 6 im MRP verbundenen Staaten liegen seit Juni 1966 vollständig vor²). Eine Kurzdarstellung des Projekts wurde ebenfalls veröffentlicht³). Informationen über den Verlauf des MRP enthält auch der Bericht über das *Joint MRPfEIP Meeting* vom Dezember 1965, veröffentlicht unter dem Titel "Manpower Forecasting in Educational Planning", OECD 1967⁴).

Die Quantifizierung des rein theoretischen Tinbergen-Bos-Modells basiert auf dem Korrelationsansatz⁵). Es wird — vereinfacht dargestellt — eine Beziehung zwischen der Produktion einer Volkswirtschaft (eines Sektors, einer Unternehmung) und der Berufsstruktur bzw. der Bildungsstruktur unterstellt. Länder, Sektoren oder Firmen mit verschiedenen Produktionsniveaus werden verglichen.

Ergibt sich dann tatsächlich eine enge Korrelation zwischen der Dichte eines bestimmten Berufes und (oder) eines bestimmten Ausbildungsniveaus und der Produktion, so wird für die Beschleunigung des Wachstums den MRP-Ländern eine erhöhte "Produktion" von Arbeitskräften dieses Bildungs- bzw. Ausbildungstyps empfohlen. Die größte Schwierigkeit bei der Ausführung dieses Plans liegt in der Sammlung der statistischen Daten. Die OECD hat für das Frühjahr 1968 die Veröffentlichung einer Zahlensammlung angekündigt:

Louis Emmerij: "Statistics of the Occupational and Educational Structure of the Labour Force in 53 Countries⁶).

2.2.2 Das Educational Investment Programme (EIP)

Im Jahre 1962 wurde das EIP begonnen. Diesem Projekt gehören fast alle OECD-Länder an. Ebenso wie das MRP verbindet es die Mitglieder zu gemeinsamer Bildungsplanung. Neben der ökonomischen, bedarfsorientierten Planung liegt hier jedoch großes Gewicht auf sozialen und qualitativen Gesichtspunkten. Der Gedankenaustausch zwischen den Einheiten des MRP und des EIP ist eng, wovon namentlich in letzter Zeit sich häufende gemeinsame Veranstaltungen zeugen. Das Committee for Scientific and Technical Personnel plant eine allmähliche Verschmelzung der beiden Programme. Informationen über das EIP sind zu finden in: Joint MRP/EIP Seminar", Dez. 1965; vorgelegte Papers veröffentlicht unter dem Titel: "Manpower Forecasting in Educational Planning", 1967⁷).

Von den zahlreichen weiteren Treffen des EIP (insgesamt bis Dez. 1967: 12 Meetings) liegen kaum Veröffentlichungen vor. Die Berichte und die vorgelegten Arbeitspapiere sind meist nur als Working Documents vorhanden. Das letzte gemeinsame MRP/EIP-Meeting fand im Dezember

1967 in Paris statt. Auf den Treffen werden die Berichte diskutiert, welche die am EIP beteiligten Staaten zur Bildung und Bildungsplanung anfertigen. Zwei Länderberichte sind bislang veröffentlicht worden⁸). Weitere sollen folgen.

Die Länderberichte spiegeln die Forschungsprogramme und die politischen Maßnahmen der Mitgliedsstaaten auf dem Gebiet der Bildungs- und Manpower-Planung wider. Neben einem allgemeinen Mangel an statistischen Unterlagen wird besonders die Unzulänglichkeit des theoretischen Instrumentariums immer wieder beklagt. Der hohe Stellenwert, welcher der theoretischen Forschung im Directorate beigemessen wird⁹), ist aus diesen Erfahrungen zu erklären. Große Beachtung schenkt man den hochqualifizierten Arbeitskräften, welchen man eine Schlüsselrolle bei Wachstum und technischem Fortschritt beimißt. Seinen Niederschlag findet dieses Interesse in dem Programm der Konferenzen über hochqualifizierte Arbeitskräfte. Das erste Treffen fand im September 1966 in Paris statt. Ein Bericht liegt vor in dem Sammelband "Policy Conference on Highly Qualified Manpower", OECD 1967¹⁰). Eine zweite Konferenz ist in Vorbereitung.

2.2.3 Manpower-Planung und Bedarfsprognose Eng mit dem MRP und dem EIP verknüpft sind die Untersuchungen über theoretische Probleme von Manpower-Planung und Bedarfsprognose, deren praktische Erprobung anhand dieser Programme vorgenommen wird. Das theoretische Modell wurde von Jan Tinbergen auf einer Konferenz über das MRP in Frascati/Italien, 1962, vorgetragen. Es wurde veröffentlicht im Bericht über dieses Seminar¹¹). Vorüberlegungen und Grundzusammenhänge sind bereits in dem Bericht über das (noch von der OEEC angeregte) Treffen in Brüssel¹²) enthalten. Daneben ist als theoretisches Hauptwerk eine Arbeit von H. S. Parnes "Forecasting Educational Needs for Economic and Social Development", 1962 zu nennen¹³).

¹⁾ Anhang III, 237; vgl. auch Abschnitt 3 dieses Kapitels

²) Anhang I, 208—213

³) The Mediterranean Regional Project; Experiment in Planning by Six Countries, December 1965, Anhang I, 207

⁴⁾ Anhang III, 131

⁵⁾ Zuerst — als Basismodell — ausgeführt von J. TINBERGEN u. H. CORREA in "Quantitative Adaption of Education to Acce-lerated Growth", Kyklos Vol. XV (1962), p. 776 ff.

⁶⁾ Anhang III, 61

⁷⁾ Anhang II, 146

⁸⁾ für Irland, Anhang II, 165, und für Schweden, Anhang II, 166

⁹⁾ vgl. Absatz 3 dieses Kapitels

¹⁰) Anhang II, 195

¹¹) Parnes, H. S. (ed); "Planning Education for Economic and Social Development", 1963, Anhang II, 151

Employment Forecasting"; Bericht über ein Seminar in Chäteau de Karreveld, Brüssel 1962, Anhang II, 138

¹³) Anhang II, 150

Eine nächste Stufe in der Entwicklung — die insgesamt vor allem auf eine stärkere Desaggregation der Elemente des Modells drängte — stellt das *Tinbergen-Bos-Modell* dar¹). Es wurde praktisch erprobt im Rahmen des MRP. Die Darstellung dieses Versuchs findet sich in drei Aufsätzen der OECD-Mitarbeiter L. *Emmerij* (Spanien), J. *Blum* (Türkei) und G. *Williams* (Griechenland)²).

Eine Kritik am theoretischen Konzept auf der Basis dieser MRP-Erfahrungen liefert schließlich R. Hollister, "A Technical Evaluation of the First Phase of the MRP", 1966³). (Eine Kurzdarstellung dieser Kritik stellt der Aufsatz von Hol-lister "Summary of the Technical Evaluation of the MRP Experience"4) dar). Neben diesen speziell auf Probleme der noch nicht voll industrialisierten Länder um das Mittelmeer zugeschnittenen Arbeiten wurde im Auftrag der OECD ein an Erfordernissen entwickelter Volkswirtschaften orientierter Ansatz von Gottfried Bombach erarbeitet. Erste Gedanken sind dargelegt in dem Seminarpaper "Long Term Requirements for Qualified Manpower in Relation to Economic Growth "5). Die endgültige Fassung wurde der OECD im Dezember 1965 vorgelegt auf dem "Joint MRP/EIP Meeting"6). Die Versuche mit dieser "ersten Generation" von Modellen und die Kritik daran haben zu einer Reihe von weiterentwickelten und alternativen mathematischen Modellen geführt⁷). Dabei werden mitunter (sich in den zitierten "Mathematical Models" erst abzeichnende) Techniken verwendet, die in anderen Bereichen der ökonomischen Forschung zum Teil schon weit entwickelt sind. Der Systemanalytische Ansatz interpretiert das Bildungswesen als ein kybernetisches System, welches über den Arbeitsmarkt und andere Kontaktstellen als Subsystem mit einem sozioökonomischen Gesamtsystem verbunden ist. Von mehreren Londoner Forschungsinstituten sind im Auftrage der Educational Investment and Development Division (unveröffentlichte) Reports erstellt worden, die anhand von Fallstudien das kybernetische Instrumentarium auf seine Verwendbarkeit als Planungshilfe in der Bildungspolitik untersuchen.

Der Operational-Research-Ansatz wird nach den Beispielen in der Privatwirtschaft erfolgreich angewendeter Techniken zunächst vornehmlich zur Klärung der Ziele und zur Erarbeitung konkreter Handlungsalternativen eingesetzt. Mit den Techniken des Operational Research werden auch im System-Analysis-Ansatz Versuche unternommen. Eine dritte Weiterentwicklung, die sich von der Division angeregt unter der fachlichen Führerschaft von Richard Stone (Cambridge) herauszubilden beginnt, ist der Demographic-Accounts-Ansatz. Bestands- und Stromgrößen der Arbeitsbevölkerung werden analog dem National Accounting darzustellen versucht⁸).

2.2.4 Technischer Fortschritt und Manpower-Bedarf

Um die oft langfristige Ausbildung bedarfsgerecht planen zu können, muß die zukünftig erforderliche Qualifikation der Arbeitskräfte geschätzt werden. Eine der großen Unbekannten ist hierbei die zu erwartende technische Entwicklung. Die OECD hat sich diesem Problem in neuerer Zeit zugewandt. Ein erstes Forschungsergebnis liegt in dem 1967 erschienenen Werk von Erich Jantsch: "Technological Forecasting in Perspective") vor.

In diesem Zusammenhang sind auch die Berichte über die Messung der Produktivität¹⁰) zu erwähnen

Ausbildungsplanung pari passu mit der Einführung technisch neuer Sachkapitalien schließlich ist schon lange Bestandteil des OECD-Programms¹¹).

2.2.5 Probleme ländlicher Arbeitnehmer

Die OECD widmet einen erheblichen Aufwand den Problemen ländlicher Arbeitskräfte. Noch von der European Productivity Agency (EPA), einer Einheit der OEEC, durchgeführt, fand 1960 ein Seminar für Wissenschaftler und Praktiker statt über das Thema: "Anpassung der vom Lande zur Industrie abgewanderten Arbeiter"¹²). Drei Wissenschaftlertreffen fanden danach unter Leitung der EPA über das gleiche Thema statt¹³).

Tinbergen, J. und ßos, H. C., "A Planning Model for the Educational Requirements of Economic Development"; abgedruckt nebst Kommentaren von BOMBACH, BALOGH, SEN im Seminarbericht "The Residual Factor and Economic Growth", 1964 (Anhang II, 159) sowie in "Econometric Models of Education", 1965 (Anhang II, 134)

veröffentlicht ebenfalls in "Econometric Models . . ." (Anhang II, 134)

³⁾ Anhang II, 144

⁴⁾ Anhang II, 143

⁵) in "Economic Aspects of Higher Education", Anhang II, 129

⁾ veröffentlicht im Seminarbericht "Manpower Forecasting in Educational Planning", 1967, Anhang II, 146, unter dem Titel "Forecasting Requirements for Highly Qualified Manpower as a Basis for Educational Policy", Anhang II, 128. Das Modell gilt auch als Grundlage der Manpower-Studien von Hajo Riese (Die Entwicklung des Bedarfs an Hochschulabsolventen in der Bundesrepublik Deutschland) u. H. P. Widmaier (Bildung u. Wirtschaftswachstum — eine Modellstudie i. A. des Kultusministeriums von Baden-Württemberg)

vgl. "Mathematical Models in Educational Planning", OECD 1967, Anhang II, 147. Darin insbesondere den Beitrag von Hector Correa; "A Survey of Mathematical Models in Educational Planning", S. 21—93, Anhang II, 131

by vgl. Methods and Statistical Needs for Educational Planning", OECD 1967, Kapitel II, S. 17—31, Anhang II, 5
9) Anhang II, 13

¹⁰) Productivity Measurement, Vol. III, 1967, Anhang II, 20

¹¹) siehe Anhang II, 10—31

¹²⁾ Krier, H., "Rural Manpower and Industrial Development — Adaptation and Training" (Anhang II, 99)

¹³) Barblchon, Adaptation and Training of Rural Workers for Industrial Work" (Anhang II, 97)

Die OECD regte kurz nach ihrer Gründung eine in zwölf Ländern durchgeführte Untersuchung über das Thema an. Kurzfassungen der beiden Berichte, in denen die Ergebnisse zusammengefaßt sind, wurden veröffentlicht¹). Im Dezember 1963 fand das "International Joint Seminar on Adaptation of Rural and Foreign Workers to Industry" statt²).

Als vorläufigen Abschluß und Überblick über den Stand der internationalen Forschung präsentierte G. *Beijer* 1965 die im Auftrag der OECD, Social Affairs Division, angefertigte Studie "National Rural Manpower³).

Parallel hierzu führte das Committee for Agriculture eigene Untersuchungen zum gleichen Thema aus, die im Rahmen der Publikationsreihe des Agricultural Directorate herausgegeben werden⁴).

¹) G. Beijer, "National Rural Manpower" (Anhang II, 87)

²) Bericht: Anhang II, 95

³⁾ Anhang II, 87

⁴) Anhang I, 231—239

3. Anhänge

Die drei ANHÄNGE enthalten Verzeichnisse der relevanten Veröffentlichungen, geordnet nach folgenden Gesichtspunkten:

ANHANG I: Nach herausgebenden Körperschaften und Veröffentlichungsformen

ANHANG II: Nach Sachgebieten

ANHANG III: Nach Alphabet

Die Ziffern in den vor den Titeln stehenden Spalten bezeichnen die laufenden Nummern der Werke in den einzelnen Anhängen.

ANHANG I: Herausgebende Körperschaften und Veröffentlichungsformen

| | | | | | | | | | | | | | | Lfd. Nr. |
|----|--|----|-----|----|-----|-----|---|---|---|---|----|--|---|----------|
| A) | MANPOWER AND SOCIAL AFFAIRS DIRECTORATE . | | | | ٠. | | | | | | | | | 1— 96 |
| | (a) International Missions | | | | | | | | | | | | | 1- 29 |
| | (b) Serien | | | | | | | | · | | | | | 30 73 |
| | (c) Seminarberichte | | | | | | | | | | | | | 74 92 |
| | (d) Einzelbände | | | | | | | | | | ٤. | | | 93— 96 |
| B) | DIRECTORATE FOR SCIENTIFIC AFFAIRS | | | | | | | | | | | | | 97—230 |
| | (a) Konferenzberichte der Study Group in the Economics | of | E | du | cat | io | n | | | | | | | 97-152 |
| | (b) Sonstige Konferenzberichte und Sammelbände | | | | | . " | | ċ | | | | | | 153-198 |
| | (c) Serien | | ٠,. | | | | | | | | | | | 199-220 |
| | (d) Einzelbände | | | | | | | | | • | | | ٠ | 221—230 |
| C) | AGRICULTURE DIRECTORATE | | | | | | | | | | | | | 231—239 |
| D) | ECONOMICS AND STATISTICS DEPARTMENT | | | ٠. | | | | | | | | | | 240—242 |
| E) | ÎNFORMATION SERVICE | | | | | | | | | | | | | 243—248 |
| | (a) OECD-Observer | | | | | | | | | | | | | 243-247 |
| | (b) Sonstige | | | | | | | | | | | | | 248 |
| F) | SONSTIGE OECD-STELLEN | | | | ٠. | | | | | | | | | 249—252 |
| G) | ÄLTERE ARBEITEN, VON DER OEEC VERÖFFENTLICHT | | | | | | | | | | | | | |
| | ODER IM BEARBEITUNGSSTADIUM UBERNOMMEN . | | | | | | | | | | | | | 253-268 |
| | (a) Serien | | | | | | | | ř | | | | 4 | 253-258 |
| | (b) Einzelbände | | | | | | | | | | | | | 259-268 |

| 1 | II | III | | - 1 | H | III | |
|-----|--------|---------|--|-----|-----|-----|--|
| A) | MANP | OWER | AND SOCIAL AFFAIRS DIRECTORATE | 15 | 103 | 55 | The Elimination of Seasonal Unemployment |
| (a) | Intern | ational | Missions (chronologisch geordnet) | | | | in the Construction Industry; Luxembourg joint team visit to Sweden |
| 1 | 74 | 64 | Employment Policy and Manpower Mobility; Norwegian joint team visit to Sweden 1963 7 S. | 16 | 14 | 129 | Manpower Adjustment Techniques for Technological Change; |
| 2 | 73 | 62 | Employment Exchange Services; Irish joint team visit to Belgium and Den- | | | | Norwegian joint team visit to the United Kingdom 1964 23 S. |
| | | | mark 1963 25 S. | 17 | 27 | 226 | Successful Manpower Adjustments to Chang- ing Technology Involving a Joint Union/ |
| 3 | 12 | 45 | Economic and Social Consequences of Technological Change; | | | | Management Approach; Canadian joint team visit to the United |
| | | | Swedish joint team visit to the United Kingdom | | | | States 1964 18 S. |
| | | | 1963 19 S. | 18 | 100 | 44 | Economic Planning, Labour Market and In- |
| 4 | 42 | 241 | Training in the Metal and Engineering In- dustries with Particular Reference to Ap- prentices and Unskilled Workers; Danish joint team visit to the Federal Re- | | | | comes Policy; Austrian joint team visit to the United Kingdom 1964 23 S. |
| | | | public of Germany | 19 | 30 | 254 | Vocational Training in the Enterprise in the |
| 5 | 78 | 141 | 1963 27 S. Manpower Utilisation and Mobility; British trade union team visit to the Federal | | | | Context of Technological Change; German joint team visit to the United Kingdom 1964 22 S. |
| | | | Republic of Germany 1963 12 S. | 20 | 47 | 255 | Vocational Training in the French Metals |
| 6 | 45 | 251 | Vocational Training; Austrian trade union team visit to France | 20 | 7' | 255 | and Engineering Industry; Danish joint team visit to France 1964 26 S. |
| | | | 1963 12 S. | 21 | 22 | 196 | The Requirements of Automated Jobs and |
| 7 | 25 | 222 | Solution of Personnel Problems Before and During the Introduction of Electronic Data Processing Systems; German joint team visit to the Netherlands and the United Kingdom | | | 100 | their Policy Implications; International joint team visit to the United States 1964 21 S. |
| 8 | 109 | 168 | 1963 25 S. Occupational Preparation and Training and Regional Economic Redevelopment; | 22 | 41 | 194 | The Relationship between Basic Education and Preparation for Work; British joint team visit to Sweden 1965 19 S. |
| | | | International mission to the United States 1963 40 S. u. Anhang | 23 | 51 | 180 | The Possibilities and Methods of Further |
| 9 | 18 | 182 | Preparation, Participation and Adaptation of Workers to Technological Change; French joint team visit to Sweden | | | | Training for Supervisory Staff and Technicians in Mid-Career; French joint team visit to the United Kingdom |
| | | 100 | 1964 21 S. | | | | 1965 47 S. |
| 10 | 52 | 198 | Retraining of Manual Workers in Industry and Governmental Vocational Training Cen- tres; British joint team visit to France | 24 | 50 | 152 | Methods of Retraining and Vocational Training; Portuguese joint team visit to France |
| | | | 1964 25 S. | | | | 1965 15 S. |
| 11 | 105 | 14 | Area Redevelopment and in Particular the "New Towns"; Swiss trade union team visit to the United | 25 | 55 | 253 | Vocational Training of Adults; Italian joint team visit to France 1965 58 S. |
| | | | Kingdom 1964 (out of print) | 26 | 17 | 181 | The Preparation, Participation and Adaptation of Workers in the Context of Tech- |
| 12 | 82 | 7 | Adaptation of Foreign Workers to a New Social Environment; Swedish joint team visit to the Federal Re- | | | | nological Change; Belgian joint team visit to the Federal Re- public of Germany |
| | | | public of Germany | | | | 1965 36 S. |
| 13 | 46 | 252 | 1964 20 S. Vocational Training; Spanish joint team visit to the Federal Re- | 27 | 48 | 267 | Workers, Supervisory Staff and Manage- ment Training; Spanish joint team visit to Italy |
| | | | public of Germany 1964 36 S. | | | | 1965 29 S. |
| 14 | 6 | 3 | Active Labour Market Policy; Dutch joint team visit to Sweden | 28 | 34 | 52 | Education, Training and Retraining; Swedish joint team visit to the Netherlands and E.E.C. headquarters |
| | | | 1964 19 S. | | | | 1966 29 S. |

| 1 | 11 | III | | 1 | II | 111 | |
|----------|-------|-----|--|------------|-----|-----|---|
| 9 | 19 | 186 | Productivity Bargaining; | | | | Serie: Developing Job Opportunities |
| b) | Serie | n | British joint team visit to the United States 1966 | 49 | 106 | 114 | Klaassen, L. H. Area Economic and Social Redevelopment; Guidelines for Programmes (Bd 1) 1965 114 S. |
| | | | Serie: Employment of older Workers | 50 | 108 | 116 | Klaassen, L. H. |
| 0 | 58 | 86 | Griew, Stephen Job Redesign (Bd 1) | | | | Methods of Selecting Industries for Depressed Areas (Bd 2) 1967 124 S. |
| | | 00 | 1964 86 S. | 51 | 101 | 104 | Howenstine, E. Jay |
| 1 | 56 | 20 | Belbin, R. M. Training Methods (Bd 2) 1965 72 S. | | | | Compensatory Employment Programmes; An International Comparison of their Role in Economic Stabilization and Growth (Bd 3) |
| 32 33 | 63 | 260 | Sobel, Irvin and Wilcock, Richard C. Placement Techniques (Bd 3) | 52 | 104 | 265 | Veröffentl. angek. Wittrock, Jan |
| | | | 1966 82 S. | 32 | 104 | 200 | Reducing Seasonal Unemployment in the |
| 4 | 62 | 188 | Promoting the Placement of Older Job Seekers: A Guide to Methods (Bd 4) 1967 96 S. | | | | Construction Industry: Methods of Stabilizing Construction Activity and Employee Income (Bd 4) |
| 5 | 61 | 142 | Marbach. G. | | | | Veröffentl. angek. |
| | 0. | | Job-Redesign for Older Workers (Bd 5) Veröffentl. angek. | 53 | 107 | 115 | Klaassen, L. H. Human and Social Factors in Area Redevelopment Policy 1968 (Bd 5) |
| | | | Serie: Industrial Relations — Aspects of Manpower Policy | | | | Veröffentl. angek. Serie: Labour Mobility |
| 36 | 23 | 213 | Scott, W. H. | 54 | 99 | 119 | Krier, H. |
| | | | Office Automation: Administrative and Human Problems (Bd 1) 1965 106 S. | | | | Rural Manpower and Industrial Develop- ment — Adaptation and Training (Bd 1) |
| 37 | 29 | 238 | Touraine, A. | 55 | 97 | 17 | 1961 130 S. Barbichon, G. |
| | | 200 | Workers Attitudes to Technical Change (Bd 2) | 00 | 31 | 17 | Adaptation and Training of Rural Workers for Industrial Work (Bd 2) |
| | | 040 | 1965 180 S. | | | | 1962 140 S. |
| 8 | 144 | 218 | Smith, A. D. Redundancy Practices in Four Industries (Bd 3) | 56 | 87 | 19 | Beijer, G. National Rural Manpower (Bd 3) 1965 116 S. |
| 9 | 11 | 18 | 1967 132 S. | 57 | 83 | 38 | Descloitres, R. The Foreign Worker: Adaptation to Indus- |
| 9 | " | 10 | Barkin, Solomon (ed) Technical Change and Manpower Planning: Co-Ordination at Enterprise Level (Case | | | | trial Work and Urban Life (Bd 4) 1967 174 S. |
| | | | Studies) (Bd 4) 1967 292 S. | (58 (59 | 80 | 192 | Reid, Graham L.; Hunter, Laurence C. Urban Worker Mobility (Bd 5) 1967 240 S. |
| 0 | 31 | 257 | Wedderburn, Dorothy Enterprise Planning for Change: Co-Ordi- | 60 | 77 | 82 | 1967 240 S. Governmental Financial Aids to Geographi- |
| | | | nation of Manpower and Technical Planning (Bd 5) | | | 02 | cal Mobility in OECD Countries (Bd 6) Veröffentl. angek. |
| 11 | 10 | 2 | Veröffentl. angek. Acceptance and Resistance (Sonderband) | 61 | 96 | 9 | Adjustment of Rural Workers to Non-Agri- cultural Employment and Urban Areas (Bd 7) |
| | | | 1965 178 S. | 62 | 81 | 199 | Veröffentl. angek. Robinson, Derek |
| 2 | 65 | 117 | Serie: Employment of Special Groups Klein, Viola | 02 | 01 | 100 | Pecuniary and Fringe Benefits in the Allo- cation of Manpower (Bd 8) |
| | | | Women Workers: Working Hours and Serv- | | | | Veröffentl. angek. |
| | | | ices (Bd 1) 1965 100 S. | | | | Serie: Change in Employment Structure |
| 13 | 67 | 12 | Andersen, Bent Work or Support — An Economic and So- | 63 | 111 | 124 | Lengellé, Maurice The Growing Importance of the Service Sector in Member Countries |
| | | | cial Analysis (Bd 2) 1966 124 S. | | | | 1967 188 S. |
| 4 | 71 | 262 | Williams, Gertrude Counselling for Special Groups (Bd 3) | | | | Serie: Reviews of Manpower and Social Policies |
| - | - | 007 | 1967 120 S. | 64 | 116 | 120 | Labour Market Policy in Sweden |
| 5 | 66 | 207 | Sartin, Pierette Employment of Women in Spain (Bd 4) 1967 40 S. | 65 | 120 | 135 | Manpower Policy and Programmes in the United States |
| 6 | 69 | 216 | Sinfield, Adrian The Long-Term Unemployed (Bd 5) | 66 | 119 | 134 | 1964 208 S. Manpower Policy and Problems in Greece |
| 7 | 70 | 217 | Veröffentl. angek. Sinfield, Adrian | 67 | 118 | 133 | 1965 56 S. Manpower Policy and Problems in Canada |
| | | | The Long-Term Unemployed — Country Studies (Bd 6) | 68 | 117 | 132 | 1966 164 S. Manpower Policies and Problems in Austria |
| Ω | 64 | 99 | Veröffentl. angek. | 60 | 101 | 120 | 1967 136 S. |
| g | 64 | 88 | Hallaire, Jean Part-Time Employment (Bd 7) | 69 | 121 | 136 | Manpower and Social Policies in the Nether- lands |

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|------|-------|---------|--|------|-------|--------|---|
| 1 | 11 | 111 | Soria, Managuay and Emplaner | 07 | 11 | 111 | Manager 14 August - 1 - 1 |
| 70 | | | Serie: Manpower and Employment | 87 | 15 | 130 | Manpower Aspects of Automation and Tech nical Change; |
| 70 | 54 | 143 | Martin, Victor Accelerated Vocational Training for Adults 1965 134 S. | | | | European Conference 1966 Report 140 S Supplement 448 S |
| | | | Serie: Development Problems | 88 | 113 | 138 | Manpower Problems in the Service Sector |
| 71 | 38 | 111 | Jones, Walter B.; Thayer, Harry C. Vocational Teacher Education and Certifi- | | | | International Trade Union Seminar 1966 Veröffentl. angek. |
| | | | cation 1962 84 S. | 89 | 76 | 80 | Geographical and Occupational Mobility o Workers in the Aircraft and Electronics |
| 2 | 53 | 71 | Fourré, Pierre Adult Education Techniques in Developing Countries | | | | Industries; Regional Trade Union Seminar 1966 |
| | | | 1964 138 S. | 90 | 84 | 57 | Emigrant Workers Returning to their Home Country; |
| | | | Serie: Employment and Training | | | | International Management Seminar 1967 |
| 3 | 35 | 85 | Gregoire, Roger Vocational Education 1967 137 S. | 91 | 16 | 151 | Methods of Adjustment of Workers to Technical Change at the Plant Level; International Conference 1966 |
| c) S | Semin | arberic | hte (chronologisch geordnet) | | | | Veröffentl. angek. |
| 4 | 7 | 4 | Active Manpower Policy; International Trade Union Seminar 1963 Report 172 S. | 92 | 259 | 202 | The Role of Trade Unions in Housing; Regional Trade Union Seminar 1967 Veröffentl. angek. |
| _ | 040 | 40 | Supplement 189 S. | (d) | Einze | lbände | |
| 5 | 249 | 46 | Economic and Social Programming; International Trade Union Seminar 1963 Report 145 S. | 93 | 252 | 128 | Maddison, Angus Foreign Skills and Technical Assistance in Economic Development |
| 6 | 75 | 78 | Supplement out of print Geographical and Occupational Mobility of | | | | 1965 106 S |
| | | | Manpower; International Joint Seminar | 94 | 20 | 187 | Productivity Measurement (Bd 3) 1966 434 S |
| 7 | 95 | 8 | 1963 Final Report 213 S. Adaptation of Rural and Foreign Workers | 95 | 112 | 137 | Manpower Problems in the Service Sector 1967 125 S |
| | | | International Joint Seminar 1963 Report 229 S. | 96 | 28 | 230 | Technical Change and Manpower Planning 1967 288 S |
| 78 | 8 | 5 | Supplement 183 S. Active Manpower Policy; | | | | |
| | | | International Management Seminar | B) I | DIREC | TORAT | E FOR SCIENTIFIC AFFAIRS |
| 9 | 60 | 110 | 1964 Report 166 S. Supplement 207 S Job Redesign and Occupational Training for | | | | richte der Study Group in the Economics of pronologisch geordnet) |
| | | | Older Workers; International Management Seminar 1964 Final Report 95 S. | 97 | 254 | 177 | Policy Conference on Economic Growth and Investment in Education, Washington |
| 0 | 21 | 195 | Supplement 132 S. The Requirements of Automated Jobs; | | | | Oct. 1961 1965 2. Aufl. 372 S |
| | | | North American Joint Conference 1964 Report 99 S. | 98 | 167 | 54 | mit folgenden Einzelbeiträgen: Elazar, Moric |
| | 102 | 189 | Supplement 451 S. Public Employment Services and Manage- | | | | The Planning of Education in Relation to Economic Growth — Yugoslavia |
| | | | ment; International Management Seminar | 99 | 250 | 77 | IV/S. 41 ff Gass, J. R.; Lyons, R. F. |
| | | | 1965 Report 160 S. Supplement 295 S. | 33 | 230 | " | International Flows of Students V/S. 7 fl |
| 2 | 253 | 163 | Non-Wage Incomes and Prices Policy; Background Report and Papers for a Trade | 100 | 141 | 90 | Harbison, F. H. The Strategy of Human Resource Develop |
| | | | Union Seminar 1965 Report 191 S. | | | | ment III/S. 9 ff |
| 3 | 68 | 127 | Supplement 159 S. Low Income Groups and Methods of Deal- | 101 | 145 | 126 | Lewis, Arthur, W. Priorities for Educational Expansion |
| | | | ing with their Problems; Background Report and Papers for a Trade Union Seminar 1965 Vor#front page 19 | | | | Conference-paper zum Kapitel: The Challenge of Aid to Newly Developing Countries III/S. 35 ff |
| 4 | 57 | 65 | Veröffentl. angek. Employment of Older Workers; Regional Seminar | 102 | 176 | 156 | Moberg, Sven The Planning of Education in Relation to Economic Growth — Sweden |
| | | | 1966 Report 51 S. | | | | IV/S. 33 ff |
| 5 | 258 | 201 | The Role of Trade Unionism in Independent Developing Countries; Papers for a Trade Union Seminar 1965 Veröffentl. angek. | 103 | 178 | 176 | Poignant, Raymond The Planning of Education in Relation to Economic Growth — France |
| 6 | 9 | 6 | Active Manpower Policy; | 104 | 155 | 229 | IV/S. 9 ff Svennilson, Ingvar (Edding F.; Elvin, L. |
| | | | Scandinavian Regional Seminar 1966 Veröffentl. angek. | | | | Targets for Education in Europe in 1970 II/S. 15 ff |

| 1 | 11 | Ш | | 1 | н | III | |
|-----|-----|-----|---|-----|-----|-----|---|
| 105 | 158 | 236 | Tinbergen, J. and Bos, H. C. The Global Demand for Higher and Second- | 121 | 216 | 67 | Financing of Education for Economic Growth; |
| | | | ary Education in the Underdeveloped Countries in the Next Decade | | | | Bericht der Konferenz September 1964 1966 429 S. |
| | | | Conference-paper zum Kapitel: The Challenge of Aid to Newly Developing Countries | | | | mit folgenden Einzelbeiträgen |
| 106 | 100 | 047 | tries. III/S. 71 ff. | 122 | 209 | 23 | Blot, Daniel; Debeauvais, Michel Educational Expenditure in Developing Areas: Some Statistical Aspects |
| 106 | 160 | 247 | Vaizey, John Some of the Main Issues in the Strategy of Educational Supply | | | | S. 73 ff. |
| | | | Conference-paper zum Kapitel: The Challenge of Aid to Newly Developing Countries | 123 | 210 | 33 | Debeauvais, Michel; Blot, Daniel Educational Expenditure in Developing Areas: Some Statistical Aspects |
| | | | III/S. 51 ff. | 101 | 010 | 40 | S. 73 ff. |
| 107 | 248 | 42 | Economic Aspects of Higher Education; (Bericht der Konferenz Juni 1962 d. Red.) | 124 | 212 | 48 | Edding, Friedrich Student Aid S. 251 ff. |
| | | | 1964 254 S. mit folgenden Einzelbeiträgen: | 125 | 213 | 49 | Educational Expenditures in the Countries of the Mediterranean Regional Project |
| 108 | 129 | 27 | Bombach, Gottfried | | | | S. 369 ff. |
| 100 | 100 | 00 | Long-Term Requirements for Qualified Manpower in Relation to Economic Growth S. 201 ff. | 126 | 214 | 53 | Eide, Kjiell Budgetary Control and Yardsticks for Assessing Educational Expenditures in Norway S. 169 ff. |
| 109 | 130 | 28 | Bowen, William G. Assessing the Economic Contribution of Education: An Appraisal of Alternative | 127 | 215 | 56 | Embling, John Control over Educational Expenditure in |
| | | | Approaches S. 177 ff. | | | | the United Kingdom S. 185 ff. |
| 110 | 186 | 29 | Bowles, Frank Preliminary Findings of the International | 128 | 217 | 70 | Forte, Francesco Local and Central Government Problems in |
| | | | Study of University Admissions S. 99 ff. | | | | the Financing of Education S. 299 ff. |
| 111 | 211 | 40 | De Witt, Nicolas Soviet and American Higher Education: | 129 | 219 | 74 | Garcia, André The Financing of Education Under a Cen- |
| 112 | 164 | 47 | Magnitude, Resources and Costs S. 133 ff. Edding, Friedrich | | | | tralised System: France Case Studies in Educational Finance and Budgets |
| 112 | 104 | 7/ | The Planning of Higher Education in the Federal Republic of Germany | 100 | 000 | 75 | S. 153 ff. |
| 113 | 222 | 92 | S. 153 ff. Harris, Seymour E. | 130 | 220 | /5 | Garcia, André The Financing of Education in France, Great Britain, Norway and Germany |
| | | | Higher Education: Resources and Finance (USA) | 131 | 221 | 81 | S. 197 ff. Goode, Richard |
| 114 | 184 | 250 | S. 109 ff. | , | | | External Aid for Investment in Education in Developing Countries |
| | | | Methods of Forecasting Employment in France and Use of these Forecasts to Work | | | | S. 41 ff. |
| | | | Out Official Educational Programmes S. 223 ff. | 132 | 223 | 93 | Harris, Seymour E. Public Expenditures on Education S. 103 ff. |
| 115 | 234 | 256 | Vogelnik, Dolfe A Comparison between the Financing of | 133 | 224 | 94 | Harris, Seymour E. |
| | | | Higher Education in the United States and Jugoslavia | | | | Student Financing and Enrolment in Higher Education |
| | | | S. 117 ff. | 124 | 005 | 450 | S. 213 ff. |
| 116 | 257 | 197 | The Residual Factor and Economic Growth; Konferenz Mai 1963 | 134 | 225 | 150 | Musgrave, Richard Notes on Educational Investment in Devel- oping Nations |
| | | | 1964 284 S. mit folgenden Einzelbeiträgen | 125 | 226 | 160 | S. 31 ff. |
| 117 | 133 | 36 | Denison, Edward E. Measuring the Contribution of Education | 135 | 220 | 160 | Mushkin, Selma Financing Secondary School Expansions S. 267 ff. |
| | | | (and the Residual) to Economic Growth S. 13 ff. | 136 | 227 | 162 | Netherlands Economic Institute Financial Aspects of the Educational Ex- |
| 118 | 154 | 228 | Svennilson, Ingvar Economic Growth and Technical Progress. An Essay in Science Analysis | | | | pansion in Developing Regions: Some Quantitative Stimates S. 59 ff. |
| | | | S. 103 ff. | 137 | 229 | 183 | Prest, Alan |
| 119 | 159 | 237 | Tinbergen, Jan; Bos, H. C. A Planning Model for the Educational Requirements of Economic Development | | | | Internal Fiscal Policies and Education Programmes in Developing Nations S. 17 ff. |
| | | | S. 147 ff. | 138 | 230 | 215 | Senf, Paul |
| 120 | 161 | 248 | Vaizey, John Towards a New Political Economy? Or some Problems of some Aspects of Economics in the Light of "Human Resource" | | | | Finanzial Implications of the Expansion, by 1970, of Public and Educational Expenditures in Five Countries of the European Economic Community |
| | | | S. 201 ff. | | | | S. 377 ff. |

| 1 | 11 | Ш | | 1 | II | III | |
|------|-----|-----|---|-----|------|-----|--|
| 139 | 231 | 244 | Vaizey, John | | | | darin u. a.: |
| | | | Financial Implications of the Mediterranean Regional Project | 155 | 132 | 34 | Debeauvais, Michel Methods of Forecasting Long-Term Manpower |
| | | | S. 383 ff. | | | | Needs |
| 140 | 235 | 264 | Peacock, Alan; Wiseman, Jack Economic Growth and the Principles of Educational Finance in Developed Coun- | | | | S. 85 ff. |
| | | | tries S. 89 ff. | 156 | 146 | 131 | Manpower Forecasting in Educational Plan- ning. Papers presented at the joint EIP/MRP meeting in December 1965 |
| | | | [14] [14] [15] [16] [16] [16] [16] [16] [16] [16] [16 | | | | 1967 194 S. |
| 141 | 245 | 220 | Social Objectives in Educational Planning 1967 312 S. | 157 | 128 | 26 | mit folgenden Einzelbeiträgen: Bombach, Gottfried |
| 142 | 236 | 13 | mit folgenden Einzelbeiträgen: Anderson, Arnold C. | | | | Forecasting Requirements for Highly Qualified Manpower as a Basis for Educational Policy |
| | | | Sociological Factors in the Demand for | | × .0 | | S. 83 ff. |
| | | | Education S. 31 ff. | 158 | 143 | 102 | Hollister, E. Summery of the Technical Evaluation of the |
| 143 | 237 | 95 | Hayward, Beresford | | | | MRP Experience S. 135 ff. |
| | | | Unequal Social Participation in Education: The OECD Programme and Implications for Policy | 159 | 177 | 165 | O'Donoghue, M. Manpower and Educational Activities of the |
| | | | S. 303 ff. | | | | Irish EIP Team |
| 144 | 238 | 106 | Husén, Torsten The Effect of School Structure upon Utili- | 160 | 152 | 175 | S. 57 ff. Parnes, H. S. |
| | | | zation of Ability: The Case of Sweden and some International Comparisons | | | | Scope and Methods of Human Resource and Educational Planning S. 15 ff. |
| 1.45 | 000 | 440 | S. 53 ff. | 161 | 180 | 204 | Ruiter, R. |
| 145 | 239 | 118 | Knight, Rose Trends in University Entry: An Inter- Country Comparison | 101 | 100 | 204 | Manpower Forecasts and Educational Planning in the Netherlands |
| | | | S. 149 ff. | | | | S. 45 ff. |
| 146 | 240 | 121 | Laderriere, Pierre | 162 | 181 | 206 | Sandgren, L. |
| | | | Regional Inequalities of Opportunity in French Education and the Measures Designed to Reduce them | | | | Estimates of Manpower Requirements in the Light of Educational Planning in Sweden S. 37 ff. |
| | | | S. 253 ff. | 163 | 182 | 225 | Steindl, J. |
| 147 | 241 | 159 | Mushkin, Selma Educational Policies for the Culturally Dis- | | | | The Role of Manpower Requirements in the Educational Planning Experience of the Austrian EIP Team |
| | | | advantaged Child S. 287 ff. | | | | S. 71 ff. |
| 148 | 242 | 200 | Rogoff-Ramsoy, Natalie | 101 | 101 | | |
| | | | The Clientele of Comprehensive Secondary Schools in the United States | 164 | 134 | 41 | Econometric Models of Education — Some Applications (Serie: Education and Development — Tech- |
| | | | S. 67 ff. | | | | nical Reports) |
| 149 | 243 | 203 | Ruin, Olof The Selection Process in the Swedish | | | | 1965 102 S. mit folgenden Einzelbeiträgen: |
| | | | Educational System: Its Geographical and | 165 | 107 | 24 | |
| | | | Socio-Economic Aspects and its Implications for Policy on Student Aid Programmes S. 233 ff. | 165 | 127 | 24 | Blum, James L. Planning Models for the Calculation of Educational Requirements for Economic |
| 150 | 244 | 205 | Ruiter, R. | | | | Development (Turkey) S. 55 ff. |
| 100 | 277 | 200 | The Past and Future Inflow of Students | 166 | 136 | 50 | Emmerij, Louis |
| | | | into the Upper Levels of Education in the Netherlands | 100 | 130 | 09 | Planning Models for the Calculation of Educational Requirements for Economic |
| | | | S. 85 ff. | | | | Development (Spain) |
| 151 | 246 | 246 | Vazizey, John Some Dynamic Aspects of Inequality S. 49 ff. | 167 | 157 | 235 | S. 33 ff. Tinbergen J.; Bos, H. C. |
| 152 | 247 | 259 | Westergaard, John; Little, Allan | | | | Appraisal of the Model and Results of its Application |
| | | | Educational Opportunity and Social Selection in England and Wales: Trends and Policy Implications | | | | S. 95 ff. |
| | | | S. 215 ff. | 168 | 163 | 261 | Williams, Gareth |
| | | _ | ferenzberichte und Sammelbände eordnet) | | | | Planning Models for the Calculation of Educational Requirements for Economic Development (Greece) |
| | 138 | 7 | Employment Forecasting | | | | S. 77 ff. |
| .50 | .00 | | International Seminar on Employment Fore- | 169 | 251 | 123 | Lectures and Methodological Essays on Edu- |
| | | | casting Techniques, Brussels 1962 1963 112 S. | | | | cational Planning 1967 306 S. |
| 154 | 151 | 174 | | | | | mit folgenden Einzelbeiträgen: |
| 154 | 151 | 1/4 | Parnes, H. S. (ed) Planning Education for Economic and Social Development | 170 | 33 | 25 | Blum, James L. Skill Acquisition and Development |
| | | | 1963 270 S. | | | | S. 173 ff. |
| | | | | | | | |

| 1 | 11 | Ш | | 1 | 11 | Ш | |
|-----|-----|-----|--|-----|-------|-----|--|
| 171 | 137 | 60 | Emmerij, L.; Thias, H. Projecting Manpower Requirements by | 189 | 188 | 31 | Chapuy, Marcel In-Career Training of Highly Qualified |
| | | | Occupation S. 149 ff. | | | | Personnel in a Large Public Enterprise S. 289 ff. |
| 172 | 142 | 91 | Harbison, Frederic H. Strategies of Human Resources Development S. 39 ff. | 190 | 189 | 37 | Department Citizenship and Immigration, Ottawa, Recent Institutional Changes for Improved Manpower Utilization in Canada |
| 173 | 148 | 161 | Myers, Charles A. The Role of Education in Economic Growth S. 17 ff. | 191 | 190 | 68 | S. 341 ff. Folk, Hugh The Response of Higher Education to Eco- |
| 174 | 79 | 173 | Parnes, H. S. Labour Force Mobility | 192 | 191 | 87 | nomic Needs S 117 ff. Halden, F. |
| 175 | 110 | 232 | S. 193 ff. Thias, Hans H. Regional Aspects of Educational Planning | 102 | 101 | 0, | The Evolution of the Tasks and Functions of Engineers S. 201 ff. |
| | | | S. 251 ff. | 193 | 192 | 125 | Levine, L. |
| 176 | 232 | 245 | Vaizey, John Financial and Policy Implications of Edu- cational Plans | | | | Some Aspects of the Operation of the La- bour Market for Highly Qualified Personnel S. 145 ff. |
| | | | S. 55 ff. | 194 | 193 | 170 | Orr, J. R. |
| 177 | 233 | 249 | Van Dijk, Cornelius The Operating Costs of Education S. 207 ff. | | | | A Study of Engineering Responsibility Levels in the United Kingdom S. 211 ff. |
| | | | O. 207 III | 195 | 194 | 171 | Page, A. |
| 178 | 147 | 144 | Mathematical Models in Educational Plan- ning (Serie: Education and Development — Technical Reports) | | | | Adaption of the Supply of Scientific and Technical Personnel to the Needs of the Economy: French Experience and Possible Improvements to the Information Process |
| | | | 1967 295 S. mit folgenden Einzelbeiträgen: | | | | S. 53 ff. |
| 179 | 125 | 15 | Armitage, P.; Smith, C. The Development of Computable Models of the British Educational System and their | 196 | 196 | 223 | Spence, G. J. The Growth and Co-Ordination of Scienti- fic and Technical Manpower Studies in the United Kingdom |
| | | | Possible Uses | | | | S. 333 ff. |
| 180 | 126 | 21 | S. 159 ff. Benard, Jean General Optimisation Model for the Eco- | 197 | 197 | 234 | Thorsrud, E. A Social Research Approach to the Education and Utilisation of Engineers |
| | | | nomy and Education S. 207 ff. | 108 | 198 | 266 | S. 179 ff. Wolfe, K. |
| 181 | 131 | 32 | Correa, Hector A Survey of Mathematical Models in Edu- | 130 | 130 | 200 | Continuing Education for Engineers and Scientists |
| | | | cational Planning S. 21 ff. | (-) | | | S. 315 ff. |
| 182 | 139 | 69 | The Forecasting Institute of the Swedish | (c) | Serie | n | Code Bode of National Bullion |
| | | | Central Bureau of Statistics: Projection Models of the Swedish Educatio- | | | | Serie: Reviews of National Policies for Science and Education |
| | | | nal System | 199 | 183 | 240 | Training of and Demand for High-Level |
| 183 | 153 | 219 | S. 95 ff. Smith, C.; Armitage, P. | 200 | 44 | 243 | Scientific and Technical Personnel in Canada 1967 138 S. Training of Technicians in Ireland |
| | | | The Development of Computable Models of the British Educational System and their | 200 | 7 | 240 | 1964 114 S. |
| 184 | 156 | 233 | Possible Uses S. 159 ff. | 201 | 169 | 101 | Higher Education and the Demand for Scientific Manpower in the United States 1963 138 S. |
| 104 | 100 | 200 | Thonstad, Tore A Mathematical Model of the Norwegian | | | | Serie: Reviews of National Science Policies |
| 105 | 162 | 258 | Educational System S. 125 ff. Weizsäcker, C. C. von | 202 | 206 | 211 | Scientific Policy in Sweden 1964 66 S. |
| 100 | 102 | 230 | Training Policies under Conditions of Tech- | 203 | 205 | 210 | Scientific Policy in Greece |
| | | | nical Progress: A Theoretical Treatment S. 245 ff. | 204 | 204 | 209 | 1965 74 S. Scientific Policy in France 1966 136 S. |
| 100 | 105 | 170 | Dellar Conference on Highly Qualified Man | 205 | 203 | 208 | Scientific Policy in Belgium |
| 186 | 195 | 176 | Policy Conference on Highly Qualified Man- power, Paris, Sept. 1966 1967 361 S. | 206 | 207 | 212 | 1966 120 S. Science Policies in the United Kingdom and Germany |
| | | | mit folgenden Einzelbeiträgen: | | | | 1967 252 S. |
| 187 | 185 | 22 | Blaug, M., Peston, M. H., Zidermann, A. The Utilization of Qualified Manpower in Industry | | | | Serie: Education and Development — Country Reports |
| 188 | 187 | 30 | S. 227 ff. Cain, Robert W. | 207 | 168 | 66 | The Mediterranean Regional Project — An Experiment in Planning by Six Countries 1965 40 S. |
| | | | The Programme of Postcensal Studies of Professional and Technical Manpower in | 208 | 170 | 145 | The Mediterranean Regional Project — |
| | | | the United States S. 155 ff. | | | | Greece 1965 200 S. |
| | | | | | | | |

| | | | | | 77. E | | n | |
|------|-----|-------------|--|--------------------|-------|---------|------------------|---|
| 1 | 11 | 111 | | | 1 | 11 | 111 | |
| 209 | 171 | 146 | The Mediterranean Regional Project - 1965 | 218 S. | 230 | 179 | 184 | Problems of Human Resources Planning in Latin America and in the Mediterranean Regional Project Countries |
| | 173 | | The Mediterranean Regional Project — 1965 | 138 S. | | | | 1968 280 S. |
| 211 | 174 | 149 | The Mediterranean Regional Proje Turkey 1965 | 192 S. | | A C D I | O. II T. I | DE DIDECTORATE |
| 212 | 175 | 150 | The Mediterranean Regional Proje | | 231 | | 98 | RE DIRECTORATE Higher Education in Agriculture |
| | | | Yugoslavia 1965 | 146 S. | | | | 1960 142 S. |
| 213 | 172 | 147 | The Mediterranean Regional Proje Portugal 1966 | 226 S. | 232 | 86 | 11 | Agricultural Vocational Training in Europe and North America 1963 Band 1 336 S. |
| 214 | 165 | 50 | Educational Investment in Ireland 1966 | | 233 | 92 | 107 | Band 2 138 S. Intellectual Investment in Agriculture for |
| 15 | 166 | 51 | Educational Policy and Planning in \$ 1967 | Sweden 448 S. | | | | Economic and Social Development 1963 152 S. |
| | | | Serie: Education and Development - | | 234 | 90 | 99 | Higher Education in Agriculture; Report of the 1962 Conference 1963 188 S. |
| 164 | 134 | 41) | nical Reports Econometric Models of Education | | 235 | 93 | 185 | Problems of Manpower in Agriculture |
| 178 | 147 | 144) | Mathematical Models in Educational P | Planning | 236 | 85 | 10 | 1964 160 S. Agricultural Education at University Level |
| 216 | 202 | 155 | Serie: Ministerial Meeting on Science Ministers Talk about Science — Report 1965 | 180 S. | 237 | 98 | 79 | 1965 272 S. Geographic and Occupational Mobility of Rural Manpower |
| 217 | 99 | 73 | Fundamental Research and the Police | | | | | 1965 88 S. |
| | | | Governments 1966 | 74 S. | 238 | 94 | 239 | Trained Manpower for Tomorrow's Agri- culture 1966 280 S. |
| :18 | 200 | 83 | Government and Allocation of Resour Science 1966 | ces to | 239 | 91 | 100 | 1966 280 S. Higher Education in Agriculture; Report of the 1965 Conference |
| 219 | 201 | 84 | Government and Technical Innovation | 62 S. | | | | 1967 166 S. |
| 220 | 208 | 221 | The Social Sciences and the Polici Governments | | D) E | CON | IOMICS | S AND STATISTICS DEPARTMENT |
| | | | 1966 | 104 S. | 240 | 3 | 139 | Manpower Statistics 1950—1962; |
| d) E | | bände 61 | Formatt Lauta | | | | | Statistical Bulletins 1963 140 S. |
| 21 | 2 | 01 | Emmerij, Louis Statistics of the Occupational and tional Structure of the Labour Fo 53 Countries | | 241 | 4 | 140 | Manpower Statistics 1954—1964; Statistical Bulletins 1965 178 S. |
| 222 | 010 | 70 | Veröffentl. angek. | | 242 | 1 | 35 | Demographic Trends 1965—1980 in Western Europe and America |
| 22 | 218 | 12 | Freemann, C.; Young, A. The Research and Development Ef Western Europe, North America at Soviet Union. An Experimental tional Comparison of Research Exper | nd the Interna- | | | | Country Reports 116 S. Supplement 334 S. |
| 23 | 144 | 103 | and Manpower in 1962 1965 Hollister, R. | 154 S. | | | MATIO O-Obser | N SERVICE ver |
| | | | A Technical Evaluation of the First of the Mediterranean Regional Project 1966 | Phase | 243 | 264 | 167 | OECD-Observer; Zeitschrift, jeden zweiten Monat seit 1962 |
| 24 | 37 | 108 | Inventory of Training Possibilities in 1965 | Europe 896 S. | | | | mit u. a. folgenden Beiträgen (chronologisch ge- ordnet) |
| 25 | 13 | 109 | Jantsch, E. Technological Forecasting in Perspective 1967 | | 244 | 135 | 58 | Emmerij, Louis Economic Objectives of Education: Reflec- tions on the OECD-Experience 27/1967 |
| 26 | Б | 153 | Methods and Statistical Needs for tional Planning 1967 | Educa- 368 S. | 245 | 140 | 76 | OECD-Observer S. 19 ff. Gass, J. R. OECD and the Expansion of Education |
| 27 | 228 | 164 | Oddie, Guy School Building Resources and their tive Use | | 246 | 72 | 263 | 27/1967 OECD-Observer S. 14 ff. Williams, Gertrude Help for the Long Term Unemployed 29/1967 OECD-Observer S. 25. ff. |
| 28 | 149 | 169 | 1966 Organisational Problems in Planning tional Development | 160 S. Educa- | 247 | 256 | 193 | Rehn, Gösta Manpower Policy and European Unemployment |
| 29 | 150 | 172 | 1966 Parnes, H. S. | 112 S. | (b) ! | Sonst | iae | 31/1967 OECD-Observer S. 15-18, S. 31-34 |
| | | | Forecasting Educational Needs for Ec | onomic | (-) | | -0- | |
| | | | and Social Development 1962 | 114 S. | 248 | 263 | 166 | OECD at Work 1965 38 S. |

| | 11 | III | | | - 1 | 11 | III | |
|----------------------------------|-------------------------------------|--------------------------------|--|---|-------------------|-----------------|------------------|--|
| F) S | ONS | TIGE O | ECD-STELLEN | | 257 | 123 | 154 | Metz, Bernard |
| 249 | 260 | 43 | Economic Outlook Halbjahresschrift, erscheint seit Ju | li 1967 | 258 | 122 | 122 | Fitting the Job to the Worker 1960 116 S Laner, S. |
| 250 | 115 | 97 | Higgins, Benjamin; Maddison, Angus; Stavrianopoulos, Alexander Foreign Skills and Technical Assist | ance in | | | | Seminar on Ergonomics for Engineers 1963 106 S |
| | | | Greek Development | | (b) | Einze | bände | |
| 054 | 000 | 110 | 1966 | 172 S. | 259 | 26 | 224 | Steel Workers and Technical Progress 1959 66 S |
| 251 | 262 | 113 | Catalogues of Social and Economic opment Institutes and Programmes; Research | Teil II: | 260 | 49 | 1 | Accelerated Vocational Training for Unskilled and Semiskilled Manpower |
| | | | 1966 | 504 S. | | | | 1960 496 S |
| 252 | 261 | 112 | Catalogues of Social and Economic opment Institutes and Programmes; Training 1966 | | 261 | 36 | 89 | Halsey, A. H. (ed) Ability and Educational Opportunity; Konferenz in Kungälf/Schweden 1961 212 S |
| | | | | | 262 | 40 | 190 | Rama, Louis Vocational Training in the Footwear In |
| G) i | LTER | RE ARBI | EITEN, VON DER OEEC | | | | | dustry 1961 186 S |
| VER IM E | OFFE | NTLICH BEITUN | EITEN, VON DER OEEC HT ODER IGSSTADIUM ÜBERNOMMEN | | 263 | 88 | 39 | |
| VER IM E | OFFE | NTLICH BEITUN | HT ODER IGSSTADIUM ÜBERNOMMEN | | 263 264 | | 39 96 | 1961 186 S The Development of Agricultural Apprenticeship Schemes |
| VER IM E (a) | ÖFFE BEARI Serier | NTLICH BEITUN | HT ODER IGSSTADIUM ÜBERNOMMEN Serie: Development Problems | | | | | The Development of Agricultural Apprenticeship Schemes 1962 106 S Heron, A. Age and Employment |
| VER IM E | OFFE | NTLICH BEITUN | HT ODER IGSSTADIUM ÜBERNOMMEN | Develop- | | 59 | | The Development of Agricultural Apprenticeship Schemes 1962 106 S Heron, A. Age and Employment 1962 62 S Monaghan, William |
| VER IM E (a) | ÖFFE BEARI Serier | NTLICH BEITUN | HT ODER IGSSTADIUM ÜBERNOMMEN Serie: Development Problems Aspects of Training in Economic Ement | 116 S. | 264 | 59 | 96 | The Development of Agricultural Apprenticeship Schemes 1962 106 S Heron, A. Age and Employment 1962 62 S |
| VER IM E (a) | OFFE BEARI Serier 32 | ENTLICH BEITUN n 16 | HT ODER IGSSTADIUM ÜBERNOMMEN Serie: Development Problems Aspects of Training in Economic Ement 1962 Jones, Walter B.; Thayer Harry C. | 116 S. | 264 | 59 | 96 | The Development of Agricultural Apprenticeship Schemes 1962 106 S Heron, A. Age and Employment 1962 62 S Monaghan, William Teaching Programmes Having a Bearing or Relations Between Employers and Workers |
| VER IM E (a) | OFFE BEARI Serier 32 38 | ENTLICH BEITUN n 16 | HT ODER IGSSTADIUM ÜBERNOMMEN Serie: Development Problems Aspects of Training in Economic Ement 1962 Jones, Walter B.; Thayer Harry C. Vocational Teacher Education and Ction. | 116 S. Certifica- 84 S. | 264 | 59 39 255 | 96 157 | The Development of Agricultural Apprenticeship Schemes 1962 106 S Heron, A. Age and Employment 1962 62 S Monaghan, William Teaching Programmes Having a Bearing of Relations Between Employers and Workers 1962 130 S Policy for School Science 1962 94 S Register of Research in the Human Sciences Applied to Problems of Work and Directory |
| VER IM E (a) 253 254 | OFFE BEARI Serier 32 38 | ENTLICH BEITUN 16 231 | HT ODER IGSSTADIUM ÜBERNOMMEN Serie: Development Problems Aspects of Training in Economic Ement 1962 Jones, Walter B.; Thayer Harry C. Vocational Teacher Education and Ction. 1962 Training Programmes in Economic opment | 116 S. Sertifica- 84 S. Devel- | 264 265 266 | 59 39 255 | 96 157 179 | The Development of Agricultural Apprenticeship Schemes 1962 106 S Heron, A. Age and Employment 1962 62 S Monaghan, William Teaching Programmes Having a Bearing or Relations Between Employers and Workers 1962 130 S Policy for School Science 1962 94 S Register of Research in the Human Sciences |

ANHANG II: Sachgebiete

| | | Lfd. Nr. |
|----|---|----------|
| A) | STATISTIK | 1— 5 |
| B) | ACTIVE MANPOWER POLICY, ALLGEMEIN | 6— 9 |
| C | MANPOWERPROBLEME AUS TECHNISCHEM FORTSCHRITT UND AUTOMATION; | |
| ٠, | PROGNOSE DER TECHNISCHEN ENTWICKLUNG | 10— 31 |
| D) | BERUFLICHE SCHULUNG | 32 55 |
| | (a) Allgemein | 32-48 |
| | (b) Umschulung und Weiterbildung | 49 52 |
| | (c) Erwachsenenbildung | 53— 55 |
| E) | BESCHÄFTIGUNGSPOLITIK FUR SONDERGRUPPEN | 56— 72 |
| | (a) Ältere Arbeitnehmer | 56 63 |
| | (b) Frauen | 64 66 |
| | (c) Sondergruppen strukturell Arbeitsloser | 67— 72 |
| F) | POLITISCHE PROBLEME BEI DER FORDERUNG VON GEOGRAPHISCHER UND | |
| | BERUFLICHER MOBILITÄT (AUSSER LÄNDLICHEN ARBEITSKRÄFTEN) | 73— 84 |
| | (a) Allgemein — (siehe auch unter D) (b)) | 37— 81 |
| | (b) Gastarbeiter | 82— 84 |
| G) | LÄNDLICHE ARBEITSKRÄFTE | 85 99 |
| | (a) Ausbildung für die Landwirtschaft | 85 94 |
| | (b) Umschulung für die Industrie | 95— 99 |
| H) | FRAGEN DER BESCHÄFTIGUNGSPOLITIK | 100—124 |
| | (a) Kompensatorische Beschäftigungspolitik | 100-102 |
| | (b) Saisonschwankungen | 103-104 |
| | (c) Regionalentwicklung | 105-110 |
| | (d) Sektorale Beschäftigungsprobleme | 111-114 |
| | (e) Länderberichte über Beschäftigungspolitik | 115-121 |
| | (f) Arbeitsplatzverbesserung | 122—124 |
| 1) | THEORETISCHE UND METHODOLOGISCHE ERÖRTERUNGEN UND MODELLE IN ARBEITSKRÄFTEPLANUNG, MANPOWERORIENTIERTER BILDUNGSPLANUNG UND | |
| | ARBEITSMARKTPROGNOSE | 125—163 |
| K) | ANALYSEN VON BESTEHENDEN STRUKTUREN UND ANGEWANDTEN PLANUNGS- | |
| | ANSÄTZEN — LÄNDERBERICHTE | 164—184 |
| L) | DER SONDERBEREICH DER HOCHQUALIFIZIERTEN ARBEITSKRÄFTE | 185—198 |
| M) | WISSENSCHAFTSPOLITIK | 199—208 |
| N) | BILDUNGSFINANZIERUNG | 209—235 |
| 0) | AUSSEROKONOMISCHE FRAGEN IN DER MANPOWERORIENTIERTEN BILDUNGS- PLANUNG | 236—247 |
| P) | SONSTIGES | 248—265 |
| | (a) Sonstige Gebiete; Beiträge zu verschiedenen Aspekten | 248—259 |
| | (b) Kataloge und Periodika | 260—265 |

| 1 | 11 | III | | - 1 | ı | Í- | Ш | |
|------|------|-------------|---|-----|-----|----|-----|---|
| | | ISTIK | | 87 | , | 15 | 130 | Manpower Aspects of Automation and Technical Change (European Conference) |
| 242 | 1 | 35 | Demographic Trends 1965—1980 in Western Europe and America 1967 Country Reports 116 S. | | | | | 1966 Report 140 S. Supplement 448 S. |
| 221 | 2 | 61 | Supplement 334 S. Emmerij, Louis | 91 | | 16 | 151 | Methods of Adjustment of Workers to Technical Change at the Plant Level; |
| 7- | | | Statistics of the Occupational and Educational Structure of the Labour Force in | | | | | International Conference 1966 Veröffentl. angek. |
| 240 | 3 | 139 | 53 Countries Veröffentl. angek. Manpower Statistics 1950—1962; Statistical Bulletins 1963 140 S. | 26 | , | 17 | 181 | The Preparation, Participation and Adaptation of Workers in the Context of Technological Change; Belgian joint team visit to the Federal Republic of Germany 1965 36 S. |
| 241 | | 140 | Manpower Statistics 1954—1964; Statistical Bulletins 1965 178 S. | 9 | | 18 | 182 | Preparation, Participation and Adaptation of Workers to Technological Change; Belgian joint team visit to the Federal |
| 226 | 5 | 153 | Methods and Statistical Needs for Educational Planning 1967 368 S. | 29 | | 19 | 186 | 1964 21 S. Productivity Bargaining; |
| | | | 1967 368 S. | 20 | | | 100 | British joint team visit to the United States 1966 |
| B) A | CTIV | E MANF 3 | OWER POLICY, ALLGEMEIN Active Labour Market Policy; | 94 | 2 | 20 | 187 | Productivity Measurement (Vol. 3) 1966 434 S. |
| 74 | 7 | 4 | Dutch joint team visit to Sweden 1964 19 S. Active Manpower Policy; | 80 |) : | 21 | 195 | The Requirements of Automated Jobs; North American Joint Conference 1964 Report 99 S. Supplement 451 S. |
| | | | International Trade Union Seminar 1963 Report 172 S. Supplement | 21 | : | 22 | 196 | The Requirements of Automated Jobs and their Policy Implications; |
| 78 | 8 | 5 | Active Manpower Policy; International Management Seminar 1964 Report 166 S. | | | | | International joint team visit to the United States 1964 21 S. |
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| PRO | GNO | SE DER | ROBLEME AUS TECHNISCHEM FORTSCHRITT; TECHNISCHEN ENTWICKLUNG | 26 | 8 | 24 | 214 | Scott, W. H. Office Automation and the Non-Manual |
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| | | | Co-Ordination at Enterprise Level (Case Studies) | | | | | and the United Kingdom 1963 25 S. |
| | | | Serie: Industrial Relations Aspects of Man- power Policy (Bd 4) 1967 292 S. | 25 | 9 2 | 26 | 224 | Steel Workers and Technical Progress 1959 66 S. |
| 3 | 12 | 45 | Economic and Social Consequence of Technological Change; Swedish joint team visit to the United Kingdom, Nov. 1963 1963 | 17 | | 27 | 226 | Successful Manpower Adjustments to Changing Technology Involving a Joint Union/Management Approach; Canadian joint team visit to the United States 1964 18 S. |
| 225 | 13 | 109 | Jantsch, E. Technological Forecasting in Perspective 1967 402 S. | 96 | 2 | 28 | 230 | Technical Change and Manpower Planning 1967 288 S. |
| 16 | 14 | 129 | Manpower Adjustment Techniques for Technological Change; Norwegian joint team visit to the United Kingdom, October 1964 | 37 | 2 | 29 | 238 | Toursine, A. Workers Attitudes to Technical Change Serie: Industrial Relations Aspects of Man- power Policy |
| | | | 1964 23 S. | | | | | 1965 180 S. |

| | 11 | III | | 1 | 11 | III | |
|------|--------|--------|--|------|-------|---------|--|
| 19 | 30 | 251 | Vocational Training in the Enterprise in the Context of Technological Change; German joint team visit to the United | 13 | 46 | 252 | Vocational Training; Spanish joint team visit to the Federal Republic of Germany |
| | | | Kingdom 1964 22 S. | | | | 1964 36 S |
| 0 | 31 | 257 | Wedderburn, Dorothy Enterprise Planning for Change: Co-Ordination of Manpower and Technical Planning | 20 | 47 | 255 | Vocational Training in the French Metals an Engineering Industry; Danish Joint team visit to France 1964 26 S |
| | | | Serie: Industrial Relations Aspects of Man- power Policy (Bd 5) Veröffentl. angek. | 27 | 48 | 267 | Workers, Supervisory Staff and Managemen Training; Spanish joint team visit to Italy |
|) B | ERUI | FLICHE | SCHULUNG | | | | 1965 29 S |
| a) A | Allger | mein | | (b) | Umsc | hulung | und Weiterbildung |
| 53 | 32 | 16 | Aspects of Training in Economic Develop- ment Serie: Development Problems | 260 | 49 | 1 | Accelerated Vocational Training for Unskille and Semiskilled Manpower 1960 496 S |
| | | | 1962 116 S. | 24 | 50 | 152 | Methods of Retraining and Vocational Train |
| 70 | 33 | 25 | Blum, James L. Skill Acquisition and Development in: Lectures and Methodological Essays on | | | | ing; Portuguese joint team visit to France 1965 15 S |
| | | | Educational Planning 1967 S. 173 ff. | 23 | 51 | 180 | The Possibilities and Methods of Furthe Training for Supervisory Staff and Technical |
| 8 | 34 | 52 | Education, Training and Retraining; Swedish joint team visit to the Netherlands and E.E.C. headquarters | | | | cians in Mid-Career; French joint team visit to the United Kingdom |
| | | | 1966 29 S. | | | | 1965 47 S |
| 3 | 35 | 85 | Gregoire, Roger Employment and Training: Vocational Education | 10 | 52 | 198 | Retraining of Manual Workers in Industrand Governmental Vocational Training Certres; |
| 61 | 36 | 89 | 1967 137 S. Halsey, A. H. (ed) | | | | British joint team visit to France 1964 25 S |
| | | | Ability and Educational Opportunity; Konferenz in Kungälf/Schweden | | | chsenen | bildung |
| 24 | 37 | 108 | 1961 212 S. Inventory of Training Possibilities in Europe | 72 | 53 | 71 | Fourré, Pierre Adult Education Techniques in Developin Countries; |
| 1 | 38 | 111 | Jones, Walter B.; Thayer, Harry C. Vocational Teacher Education and Certifi- | 70 | | 440 | Serie: Development Problems 1964 138 S |
| | | | cation Serie: Development Problems 1962 84 S. | 70 | 54 | 143 | Martin, Victor Accelerated Vocational Training for Adult Serie: Manpower and Employment |
| 54 | 38 | 231 | Jones, Walter B.; Thayer, Harry C. Vocational Teacher Education and Certifi- | 25 | 55 | 253 | 1965 134 S Vocational Training of Adults; Italian joint team visit to France |
| | | | cation Serie: Development Problems 1962 84 S. | E) B | BESCH | HÄFTIG | 1965 58 S UNGSPOLITIK FUR SONDERGRUPPEN |
| 65 | 39 | 157 | Monaghan, William | | | | nehmer |
| | | | Teaching Programmes Having a Bearing on Relations Between Employers and Workers 1962 130 S. | 31 | 56 | 20 | Belbin, R. M. Training Methods Serie: Employment of Older Workers (Bd 2 |
| 62 | 40 | 190 | Rama, Louis Vocational Training in the Footwear Industry | 84 | 57 | 65 | 1965 72 S Employment of Older Workers; |
| 2 | 41 | 194 | 1961 186 S. The Relationship between Basic Education and Preparation for Work; | 30 | 58 | 86 | Regional Seminar 1966 Report 51 S Griew, Stephen |
| | | | British joint team visit to Sweden 1965 19 S. | 30 | 30 | 00 | Job Redesign Serie: Employment of Older Workers (Bd 1964 86 S |
| | 42 | 241 | Training in the Metal and Engineering In- dustries with Particular Reference to Ap- prentices and Unskilled Workers; Danish Joint team visit to the Federal | 264 | 59 | 96 | Heron, A. Age and Employment |
| | | | Republic of Germany 1963 27 S. | 79 | 60 | 110 | Job Redesign and Occupational Training for Older Workers; |
| 255 | 43 | 242 | Training Programmes in Economic Development Serie: Development Problems 1963 210 S. | | | | International Management Seminar 1964 Final Report 95 S Supplement 132 S |
| 00 | 44 | 243 | Training of Technicians in Ireland Serie: Reviews of National Policies for Science and Education | 35 | 61 | 142 | Marbach, G. Job Redesign for Older Workers Serie: Employment of Older Workers (Bd 5 Veröffentl. angek. |
| | 45 | 251 | 1964 114 S. Vocational Training; Austrian trade union team visit to France | 34 | 62 | 188 | Promoting the Placement of Older Job See kers: A Guide to Methods Serie: Employment of Older Workers (Bd 4 |

| 1 | 11 | Ш | | 1 | 11 | Ш | |
|-------|-------------|---------|---|-----|-------|--------------|--|
| 32 | 63 | 260 | Sobel, Irvin; Wilcock, Richard C. | 174 | 79 | 173 | Parnes, H. S. |
| | | | Placement Techniques Serie: Employment of Older Workers (Bd 3) 1966 82 S. | | | | Labour Force Mobility in: Lectures and Methodological Essays on |
| | | | 1900 62 5. | | | | Educational Planning 1967 S. 193 ff. |
| (b) F | Fraue 64 | n 88 | Hallaire, Jean | 59 | 80 | 105) 192) | Reid, Graham L.; Hunter, Laurence C. Urban Worker Mobility (Bd 5) |
| | | | Part-Time Employment | | | | 1967 240 S. |
| | | | Serie: Employment of Special Groups (Bd 7) 1968, angekündigt | 62 | 81 | 199 | Robinson, Derek Pecuniary and Fringe Benefits in the Allo- |
| 42 | 65 | 117 | Klein, Viola Women Workers: Working Hours and Services | | | | cation of Manpower Serie: Labour Mobility (Bd 8) Veröffentl. angek. |
| | | | Serie: Employment of Special Groups (Bd 1) | (h) | Gasta | arbeiter | |
| | | | 1965 100 S. | 12 | 82 | 7 | Adaptation of Foreign Workers to a New |
| 45 | 66 | 207 | Sartin, Pierette Employment of Women in Spain | 12 | 02 | | Social Environment; Swedish joint team visit to the Federal |
| | | | Serie: Employment of Special Groups (Bd 4) 1967 40 S. | | | | Republic of Germany 1964 20 S. |
| (c) S | Sonde | rarupp | en strukturell Arbeitsloser | 57 | 83 | 38 | Descloitres, R. |
| 43 | 67 | 12 | Andersen, Bent Work or Support — An Economic and | | | | The Foreign Worker: Adaptation to In- dustrial Work and Urban Life Serie: Labour Mobility (Bd 4) |
| | | | Social Analysis of Substitute Permanent | | | | 1967 174 S. |
| | | | Employment Serie: Employment of Special Groups (Bd 2) | 90 | 84 | 57 | Emigrant Workers Returning to their Home Country; |
| | | | 1966 124 S. | | | | International Management Seminar 1967 |
| 83 | 68 | 127 | Low Income Groups and Methods of Dealing | | | | 1907 |
| | | | with their Problems in: Background Report and Papers for a | G) | LÄND | DLICHE | ARBEITSKRÄFTE |
| | | | Trade Union Seminar 1965 | (a) | Ausb | ildung f | ür die Landwirtschaft |
| 46 | 69 | 216 | Veröffentl. angek. Sinfield, Adrian | 236 | 85 | 10 | Agricultural Education at University Leve 1965 272 S |
| | | | The Long-Term Unemployed | 232 | 86 | 11 | Agricultural Vocational Training in Europe |
| | | | Serie: Employment of Special Groups (Bd 5) Veröffentl. angek. | | | | and North America 1963 Bd 1 336 S Bd 2 138 S |
| 47 | 70 | 217 | Sinfield, Adrian The Long-Term Unemployed — Country Studies Serie: Employment of Special Groups (Bd 6) Veröffentl. angek. | 56 | 87 | 19 | Beijer, G. National Rural Manpower Serie: Labour Mobility (Bd 3) |
| 44 | 71 | 262 | Williams, Gertrude | | | | 1965 116 S |
| | | | Counselling for Special Groups Serie: Employment of Special Groups (Bd 3) | 263 | 88 | 39 | The Development of Agricultural Apprenticeship Schemes 1962 106 S |
| | | | 1967 120 S. | 231 | 89 | 98 | Higher Education in Agriculture |
| 246 | 72 | 263 | Williams, Gertrude | | | | 1960 142 S |
| | | | Help for the Long-Term Unemployed 29/1967 OECD-Observer S. 25 ff. | 234 | 90 | 99 | Higher Education in Agriculture; Report of the 1962 Conference |
| F) P | OLITI | ISCHE | PROBLEME BEI DER FÖRDERUNG VON | 239 | 01 | 100 | 1963 188 S |
| GEC | OGRA | PHISC | HER UND BERUFLICHER MOBILITÄT | 239 | 91 | 100 | Higher Education in Agriculture; Report of the 1965 Conference 1967 166 S |
| | | 7 | ehe auch unter D) (b)) | 233 | 92 | 107 | Intellectual Investment in Agriculture for |
| 2 | 73 | 62 | Employment Exchange Services; Irish joint team visit to Belgium and Denmark 1963 25 S. | | | | Economic and Social Development 1963 152 S |
| 1 | 74 | 64 | Employment Policy and Manpower Mobility; | 235 | 93 | 185 | Problems of Manpower in Agriculture 1964 160 S. |
| · | 14 | 04 | Norwegian joint team visit to Sweden 1963 7. S. | 238 | 94 | 239 | Trained Manpower for Tomorrow's Agri |
| 76 | 75 | 78 | Geographical and Occupational Mobility of | | | | 1966 280 S. |
| | | 1 | Manpower; | (b) | Ilmaa | huluna | für die Industrie |
| | | | International Joint Seminar | | | | |
| 89 | 76 | 80 | 1963 Final Report 213 S. Geographical and Occupational Mobility of | 77 | 95 | 8 | Adaptation of Rural and Foreign Workers to Industry; International Joint Seminar |
| | | | Workers in the Aircraft and Electronics Industries; | | | | 1963 Report 229 S Supplement 183 S |
| | | | 1966 | 61 | 96 | 9 | Adjustment of Rural Workers to Non-Agri- |
| 60 | 77 | 82 | Governmental Financial Aids to Geographical Mobility in OECD Countries Serie: Labour Mobility (Bd 6) | | | | cultural Employment and Urban Areas Serie: Labour Mobility (Bd 7) Veröffentl. angek. |
| | | | Veröffentl. angek. | 55 | 97 | 17 | Barbichon, G. |
| 5 | 78 | 141 | Manpower Utilisation and Mobility; British trade union team visit to the Federal Republic of Germany | | | | Adaptation and Training of Rural Workers for Industrial Work Serie: Labour Mobility (Bd 2) |
| | | | 1963 12 S. | | | | 1962 140 S |

| 1 | II | III | | 1 | 11 | Ш | |
|-------|--------|---------|---|-------|--------|---------|--|
| 237 | 98 | 79 | Geographic and Occupational Mobility of | 88 | 113 | | Manpower Problems in the Service Sector; |
| 201 | | | Rural Manpower 1965 88 S. | | | | International trade union seminar 1966 Veröffentl, angek. |
| 54 | 99 | 119 | Krier, H. | 38 | 114 | 218 | Smith, A. D. |
| | | | Rural Manpower and Industrial Development — Adaptation and Training Series Lebeur Makility (Rd 1) | | | | Redundancy Practices in Four Industries Serie: Industrial Relations Aspects of Man- |
| | | | Serie: Labour Mobility (Bd 1) 1961 130 S. | | | | power Policy (Bd 3) 1967 132 S. |
| H) F | BAGE | N DER | BESCHÄFTIGUNGSPOLITIK | (e) I | Lände | rberic | hte über Beschäftigungspolitik |
| | | | sche Beschäftigungspolitik | 250 | 115 | 97 | Higgins, Benjamin; Maddison, Angus; |
| 18 | 100 | | Economic Planning, Labour Market and Incomes Policy; | | | | Stavrianopoulos, Alexander Foreign Skills and Technical Assistance in Greek Development |
| | | | Austrian joint team visit to the United King- dom | 64 | 116 | 120 | 1966 172 S. Labour Market Policy in Sweden |
| 51 | 101 | 104 | 1964 23 S. Howenstine, E. Jay | | | 120 | Serie: Reviews of Manpower and Social Policies |
| | | | Compensatory Employment Programmes; An International Comparison of their Role | | | | 1964 74 S. |
| | | | in Economic Stabilization and Growth Serie: Developing Job Opportunities (Bd 3) Veröffentl. angek. | 68 | 117 | 132 | Manpower Policies and Problems in Austria Serie: Reviews of Manpower and Social Policies 1967 136 S. |
| 81 | 102 | 189 | Public Employment Services and Manage- | 67 | 118 | 133 | Manpower Policy and Problems in Canada |
| | | | ment; International Management Seminar 1965 Report 160 S. | | | | Serie: Reviews of Manpower and Social Policies |
| | | | Supplement 295 S. | 66 | 110 | 134 | 1966 164 S. |
| (b) § | Saison | schwar | nkungen | 00 | 113 | 134 | Manpower Policy and Problems in Greece Serie: Reviews of Manpower and Social Policies |
| 15 | 103 | 55 | The Elimination of Seasonal Unemployment in the Construction Industry; | | | | 1965 56 S. |
| | | | Luxembourg joint team visit to Sweden 1964 8 S. | 65 | 120 | 135 | Manpower Policy and Programmes in the United States |
| 52 | 104 | 265 | Wittrock, Jan | | | | Serie: Reviews of Manpower and Social Policies |
| | | | Reducing Seasonal Unemployment in the Construction Industry: Methods of Stabilizing | | | | 1964 208 S. |
| | | | Construction Activity and Employee Income Serie: Developing Job Opportunities (Bd 4) | 69 | 121 | 136 | Manpower and Social Policies in the Nether- lands |
| | | | Veröffentl. angek. | | | | Serie: Reviews of Manpower and Social Policies |
| 1000 | 9/270 | | ricklung | | | | 1968 |
| 11 | 105 | 14 | Area Redevelopment and in Particular the "New Towns": | (f) A | rbeits | splatzv | rerbesserung |
| | | | Swiss trade union team visit to the United Kingdom 1964 out of print | 258 | 122 | 122 | Laner, S. Seminar on Ergonomics for Engineers Serie: Fitting the Job to the Worker |
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| 1000 | | | schäftigungsprobleme | | | | Planning |
| 63 | 111 | 124 | Lengellé, Maurice The Growing Importance of the Service | 165 | 127 | 24 | 1967 S. 207 ff. Blum, James L. |
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| | | | 1967 188 S. | | | | Educational Requirements for Economic Development (Turkey) |

| 1 | II | III | | 1 | 11 | Ш | |
|-----|-----|-----|--|-----|-----|-----|---|
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| 100 | 100 | 07 | Planning; Joint EIP/MRP Meeting, Dec. 1965 1967 S. 83 ff. | 158 | 143 | 102 | Hollister, R. Summary of the Technical Evaluation of the MRP Experience |
| 106 | 129 | 21 | Bombach, Gottfried Long-Term Requirements for Qualified Man- power in Relation to Economic Growth in: Economic Aspects of Higher Education 1964 S. 201 ff. | | | | in: Manpower Forecasting in Educational Planning Summary Report of the joint EIP/MRP meeting Dec. 1965 1967 S. 135 ff. |
| 109 | 130 | 28 | Bowen, William G. | 223 | 144 | 103 | Hollister, R. |
| | | | Assessing the Economic Contribution of Education: An Appraisal of Alternative | 101 | 145 | 106 | A Technical Evaluation of the First Phase of the Mediterranean Regional Project Lewis, Arthur, W. |
| | | | Approaches in: Economic Aspects of Higher Education 1964 S. 177 ff. | 101 | 140 | 120 | Priorities for Educational Expansion Conference Paper zum Kapitel: The Challenge of Aid to Newly Developing |
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| 155 | 132 | 34 | Debeauvais, Michel Methods of Forecasting Long-Term Man- power Needs | 150 | 140 | 131 | ning. Papers presented at the joint EIP/MRP meeting, December 1965 1967 194 S. |
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| 104 | 104 | | 1964 S. 13 ff. | 228 | 149 | 169 | 1967 S. 17 ff. Organisational Problems in Planning Edu- |
| 164 | 134 | 41 | Econometric Models of Education — Some Applications Serie: Education and Development — Tech- | | | 100 | cational Development 1966 112 S. |
| 244 | 135 | 58 | nical Reports 1965 102 S. Emmerij, Louis | 229 | 150 | 172 | Parnes, H. S. Forecasting Educational Needs for Economic and Social Development |
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| 166 | 136 | 59 | Emmerij, Louis Planning Models for the Calculation of | 160 | 152 | 175 | Development 1963 270 S. Parnes, H. S. |
| | | | Educational Requirements for Economic Development, Spain in: Econometric Models of Education | 100 | 102 | 173 | Scope and Methods of Human Resource and Educational Planning in: Manpower Forecasting in Educational |
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| 182 | 139 | 69 | The Forecasting Institute of the Swedish Central Bureau of Statistics: Projection Mo- dels of the Swedish Educational System | | | | Economic Growth and Technical Progress. An Essay in Science Analysis in: The Residual Factor and Economic Growth |
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| | 11 | III | | 1 | 11 | Ш., | |
|-----|-----|-----|---|-----|-----|------|---|
| 167 | 157 | 235 | Tinbergen, J; Bos, H. C. Appraisal of the Model and Results of its Application | 208 | 170 | 145 | The Mediterranean Regional Project — Greece Serie: Education and Development — Country Reports |
| | | | in: Econometric Models of Education | | | | 1965 200 S |
| 05 | 158 | 236 | 1965 S. 95 ff. Tinbergen, J.; Bos, H. C. The Global Demand for Higher and Second- | 209 | 171 | 146 | The Mediterranean Regional Project — Italy Serie: Education and Development — Country Reports |
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| | | | in: Policy Conference on Economic Growth and Investment in Education, Washington | | | | Serie: Education and Development — Country Reports |
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| 06 | 160 | 247 | Vaizey, John Some of the Main Issues in the Strategy of | | | | Reports 1965 192 S |
| | | | Educational Supply Conference Paper zum Kapitel: The Chal- | 212 | 175 | 150 | The Mediterranean Regional Project – Yugoslavia |
| | | | lenge of Aid to Newly Developing Countries in: Policy Conference on Economic Growth and Investment in Education, Washington | | | | Serie: Education and Development — Country Reports |
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| 191 190 68 Folk, Hugh The Response of Higher Education to Economic Needs In: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 192 191 87 Halden, F. The Evolution of the Tasks and Functions of Engineers In: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 201 ff. 197 198 199 199 199 199 199 199 199 199 199 | | | | Manpower, Paris, Sept. 1966 | | | | | 그 그 그리고 하는데 하는데 하는데 하는데 하는데 하는데 하는데 하는데 하는데 하면 하셨다. 그 그 때에 모았다. |
| The Response of Higher Education to Economic Needs in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 117 ff. 197 191 87 Halden, F. The Evolution of the Tasks and Functions of Engineers in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 201 ff. 197 198 199 199 199 199 199 199 199 199 199 | 191 | 190 | 68 | | o. 341 π. | 203 | 205 | 210 | |
| in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 117 ff. 197 191 87 Halden, F. The Evolution of the Tasks and Functions of Engineers in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 201 ff. 197 198 199 199 199 199 199 199 199 199 199 | | | | The Response of Higher Education | to Eco- | | | | |
| 192 191 87 Halden, F. The Evolution of the Tasks and Functions of Engineers In: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 193 192 125 Levine, L. Some Aspects of the Operation of the Labour Market for Highly Qualified Personnel. In: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 194 193 170 Orr, J. R. A Study of Engineering Responsibility Levels in the United Kingdom in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 195 194 171 Page, A. Adaptation of the Supply of Scientific and Technical Personnel to the Needs of the Economy: French Experience and Possible Improvements to the Information Process in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 196 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 197 S. 211 ff. 198 199 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 Manpower, Pari | | | | in: Policy Conference on Highly (| Qualified | 202 | 206 | 211 | Scientific Policy in Sweden |
| The Evolution of the Tasks and Functions of Engineers in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 193 192 125 Levine, L. Some Aspects of the Operation of the Labour Market for Highly Qualified Personnel. in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 201 ff. 193 170 Orr, J. R. A Study of Engineering Responsibility Levels in the United Kingdom in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 211 ff. 195 194 171 Page, A. Adaptation of the Supply of Scientific and Technical Personnel to the Needs of the Economy: French Experience and Possible Improvements to the Information Process in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 201 ff. 220 208 221 The Social Sciences and the Policies of Governments; Ministerial Meeting on Science 1966 1968 N) BILDUNGSFINANZIERUNG N) BILDUNGSFINANZIERUNG N) BILDUNGSFINANZIERUNG Some Statistical Aspects in: Financing of Education for Economic Growth 1966 S. 73 ff. 122 209 23 Blot, Daniel; Debeauvais, Michel; Educational Expenditure in Developing Areas: Some Statistical Aspects in: Financing of Education for Economic Growth 1966 S. 73 ff. 123 210 33 Debeauvais, Michel; Blot, Daniel Educational Expenditure in Developing Areas: Some Statistical Aspects in: Financing of Education for Economic Growth 1966 S. 73 ff. 125 176 De Witt, Nicolas Soviet and American Higher Education: Magnitude, Resources and Costs in: Economic Aspects of Higher Education in: Economic Aspects of Hi | | | | | . 117 ff. | | | | |
| Engineers in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 201 ff. 193 192 125 Levine, L. Some Aspects of the Operation of the Labour Market for Highly Qualified Personnel. in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 45 ff. 194 193 170 Orr, J. R. A Study of Engineering Responsibility Levels in the United Kingdom in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 211 ff. 195 194 171 Page, A. Adaptation of the Supply of Scientific and Technical Personnel to the Needs of the Economy: French Experience and Possible Improvements to the Information Process in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 211 ff. 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 Manpower, Paris, Sept. 1966 Manpower, Paris, Sept. 1966 N) BILDUNGSFINANZIERUNG N) BILDUNGSFINANZIERUNG N) BILDUNGSFINANZIERUNG 122 209 23 Blot, Daniel; Debeauvals, Michel Education for Economic Growth 1966 S. 73 ff. 1966 S. 73 ff. 123 210 33 Debeauvals, Michel; Blot, Daniel Education for Economic Growth 1966 S. 73 ff. 1967 S. 5. 53 ff. 197 Page, A. Adaptation of the Supply of Scientific and Technical Personnel to the Needs of the Economy: French Experience and Possible Improvements to the Information Process in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 N) BILDUNGSFINANZIERUNG 122 209 23 Blot, Daniel; Debeauvals, Michel; Blot, Daniel Education for Economic Growth 1966 S. 73 ff. 123 210 33 Debeauvals, Michel; Blot, Daniel Educational Expenditure in Developing Areas: Some Statistical Aspects In: Financing of Education for Economic Growth 1966 S. 73 ff. 111 211 40 De Witt, Nicolas Soviet and American Higher Education: Magnitude, Resources and Costs in: Economic Aspects of Higher Education 1964 S. 133 ff. | 192 | 191 | 87 | | | 206 | 207 | 212 | |
| In: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 201 ff. 193 192 125 Levine, L. Some Aspects of the Operation of the Labour Market for Highly Qualified Personnel. In: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 45 ff. 194 193 170 Orr, J. R. A Study of Engineering Responsibility Levels In: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 211 ff. 195 194 171 Page, A. Adaptation of the Supply of Scientific and Technical Personnel to the Needs of the Economy: French Experience and Possible Improvements to the Information Process In: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 5. 53 ff. 186 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 5. 53 ff. 187 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 5. 53 ff. 188 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 5. 53 ff. 189 179 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 5. 53 ff. 180 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 5. 53 ff. 189 179 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 5. 53 ff. 180 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 5. 53 ff. 180 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 5. 53 ff. 180 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 5. 53 ff. 180 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 5. 53 ff. 197 198 199 179 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 5. 53 ff. 198 199 179 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 5. 53 ff. 199 199 179 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 5. 53 ff. 199 199 199 199 199 199 199 199 199 19 | | | | | tions of | | | | |
| 193 192 125 Levine, L. Some Aspects of the Operation of the Labour Market for Highly Qualified Personnel. in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 45 ff. 194 193 170 Orr, J. R. A Study of Engineering Responsibility Levels in the United Kingdom in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 211 ff. 195 194 171 Page, A. Adaptation of the Supply of Scientific and Technical Personnel to the Needs of the Economy: French Experience and Possible Improvements to the Information Process in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. 186 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. 186 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. 186 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. 187 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. 188 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. 189 199 179 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. 189 179 179 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. 189 179 179 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. 189 179 179 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. 197 179 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. 197 189 198 179 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. 197 198 199 179 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1968 S. 73 ff. 197 198 199 179 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1969 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1960 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1960 Policy Conference on Highly Qualified M | | | | | Qualified | 000 | 000 | 004 | 1967 252 S. |
| Some Aspects of the Operation of the Labour Market for Highly Qualified Personnel. in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 45 ff. 194 193 170 Orr, J. R. A Study of Engineering Responsibility Levels in the United Kingdom in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 211 ff. 195 194 171 Page, A. Adaptation of the Supply of Scientific and Technical Personnel to the Needs of the Economy: French Experience and Possible Improvements to the Information Process in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. 186 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 Some Statistical Aspects In: Financing of Education for Economic Growth 1966 S. 73 ff. 122 209 23 Blot, Daniel; Debeauvais, Michel Educational Expenditure in Developing Areas: Some Statistical Aspects In: Financing of Education for Economic Growth 1966 S. 73 ff. 128 210 33 Debeauvais, Michel; Blot, Daniel Educational Expenditure in Developing Areas: Some Statistical Aspects In: Financing of Education for Economic Growth 1966 S. 73 ff. 111 211 40 De Witt, Nicolas Soviet and American Higher Education: Magnitude, Resources and Costs In: Economic Aspects of Higher Education 1964 S. 33 ff. | | | | | . 201 ff. | 220 | 208 | 221 | |
| Market for Highly Qualified Personnel. in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 194 193 170 Orr, J. R. A Study of Engineering Responsibility Levels in the United Kingdom in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 211 ff. 195 194 171 Page, A. Adaptation of the Supply of Scientific and Technical Personnel to the Needs of the Economy: French Experience and Possible Improvements to the Information Process in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 S. 53 ff. 186 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 S. 53 ff. 187 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 S. 53 ff. 188 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 Manpower, Paris, Sept. 1966 S. 53 ff. 189 180 N) BILDUNGSFINANZIERUNG 122 209 23 Blot, Daniel; Debeauvais, Michel Educational Expenditure in Developing Areas: Some Statistical Aspects in: Financing of Education for Economic Growth 1966 S. 73 ff. 180 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 S. 53 ff. 180 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 Manpower, Paris, Sept. 1966 S. 53 ff. | 193 | 192 | 125 | | Labour | | | | |
| Manpower, Paris, Sept. 1966 1967 S. 45 ff. 194 193 170 Orr, J. R. A Study of Engineering Responsibility Levels in the United Kingdom in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 211 ff. 195 194 171 Page, A. Adaptation of the Supply of Scientific and Technical Personnel to the Needs of the Economy: French Experience and Possible Improvements to the Information Process in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 S. 53 ff. 186 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. N) BILDUNGSFINANZIERONG Blot, Daniel; Debeauvais, Michel Educational Expenditure in Developing Areas: Some Statistical Aspects In: Financing of Education for Economic Growth Some Statistical Aspects in: Financing of Education for Economic Growth 1966 S. 73 ff. 127 209 23 Blot, Daniel; Debeauvais, Michel Expenditure in Developing Areas: Some Statistical Aspects in: Financing of Education for Economic Growth 1966 S. 73 ff. 186 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 S. 53 ff. N) BILDUNGSFINANZIERONG Educational Expenditure in Developing Areas: Some Statistical Aspects In: Financing of Education for Economic Growth 1966 S. 73 ff. 187 De Witt, Nicolas Soviet and American Higher Education: Magnitude, Resources and Costs In: Economic Aspects of Higher Education S. 133 ff. | | | | Market for Highly Qualified Personnel. | | | | | |
| 194 193 170 Orr, J. R. A Study of Engineering Responsibility Levels in the United Kingdom in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 195 194 171 Page, A. Adaptation of the Supply of Scientific and Technical Personnel to the Needs of the Economy: French Experience and Possible Improvements to the Information Process in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. 186 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. 186 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. 186 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. 187 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. 188 199 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. 189 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. 189 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1968 S. 73 ff. 197 Debeauvais, Michel: Education for Economic Growth 1968 S. 73 ff. 197 Debeauvais, Michel: Blot, Daniel 1968 S. 73 ff. 198 199 Debeauvais, Michel: Blot, Daniel 1968 S. 73 ff. 198 199 Debeauvais, Michel: Blot, Daniel 1968 S. 73 ff. 199 Debeauvais, Michel: Blot, Daniel 1968 S. 73 ff. 198 199 Debeauvais, Michel: Blot, Daniel 1968 S. 73 ff. 198 199 Debeauvais, Michel: Blot, Daniel 1968 S. 73 ff. 198 199 Debeauvais, Michel: Blot, Daniel 1968 S. 73 ff. 199 Debeauvais, Michel: Blot, Daniel 1968 S. 73 ff. 198 199 Debeauvais, Michel: Blot, Daniel 1968 S. 73 ff. 199 Debeauvais, Michel: Blot, Daniel 1969 S. 73 ff. 198 199 Debeauvais, Michel: Blot, Daniel 1960 S. 73 ff. 199 Debeauvais, Michel: Blot, Daniel 1960 S. 73 ff. 198 199 Debeauvais, Michel: Blot, Daniel 1960 S. 73 ff. 198 199 Debeauvais, Michel: Blot, Daniel 1960 S. 73 ff. 198 199 Debeauvais, Michel: Blot, Daniel 1960 S. 73 ff. 199 199 Debeauvais, Michel: Blot, Daniel 1960 S. 73 ff. 1 | | | | Manpower, Paris, Sept. 1966 | | N) B | LDUI | NGSFIN | NANZIERUNG |
| A Study of Engineering Responsibility Levels in the United Kingdom in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 211 ff. 123 210 33 195 194 171 Page, A. Adaptation of the Supply of Scientific and Technical Personnel to the Needs of the Economy: French Experience and Possible Improvements to the Information Process in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 Some Statistical Aspects in: Financing of Education for Economic Growth Some Statistical Aspects In: Financing of Education for Economic Growth Some Statistical Aspects In: Financing of Education for Economic Growth Some Statistical Aspects In: Financing of Education for Economic Growth In: Financing of Education for In: Fin | 194 | 193 | 170 | | S. 45 ff. | 122 | 209 | 23 | |
| in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 211 ff. 123 210 33 Debeauvais, Michel; Blot, Daniel Educational Expenditure in Developing Areas: Some Statistical Aspects in: Financing of Education for Economic Growth Improvements to the Information Process in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 Manpower, Paris, Sept. 1966 S. 73 ff. 111 211 40 De Witt, Nicolas Soviet and American Higher Education: Magnitude, Resources and Costs in: Economic Aspects of Higher Education 1964 S. 133 ff. | | | .,, | A Study of Engineering Responsibility | Levels | | | | Some Statistical Aspects |
| Manpower, Paris, Sept. 1966 1967 S. 211 ff. 123 210 33 Debeauvals, Michel; Blot, Daniel Educational Expenditure in Developing Areas: Some Statistical Aspects in: Financing of Education for Economic Growth Improvements to the Information Process in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 Manpower, Paris, Sept. 1966 S. 73 ff. Debeauvals, Michel; Blot, Daniel Educational Expenditure in Developing Areas: Some Statistical Aspects in: Financing of Education for Economic Growth 1966 S. 73 ff. Debeauvals, Michel; Blot, Daniel Educational Expenditure in Developing Areas: Some Statistical Aspects in: Financing of Education for Economic Growth 1966 S. 73 ff. Debeauvals, Michel; Blot, Daniel Educational Expenditure in Developing Areas: Some Statistical Aspects in: Financing of Education for Economic Growth 1966 S. 73 ff. Debeauvals, Michel; Blot, Daniel Educational Expenditure in Developing Areas: Some Statistical Aspects in: Financing of Education for Economic Growth 1966 S. 73 ff. Debeauvals, Michel; Blot, Daniel Educational Expenditure in Developing Areas: Some Statistical Aspects in: Financing of Education for Economic Growth 1966 S. 73 ff. Debeauvals, Michel; Blot, Daniel Educational Expenditure in Developing Areas: Some Statistical Aspects in: Financing of Education for Economic Growth 1966 S. 73 ff. Debeauvals, Michel; Blot, Daniel Educational Expenditure in Developing Areas: Nome Statistical Aspects in: Financing of Education for Economic Growth 1966 S. 73 ff. S. 33 ff. Debeauvals, Michel; Blot, Daniel Educational Expenditure in Developing Areas: Nome Statistical Aspects in: Financing of Education for Economic Growth 1966 S. 73 ff. S. 33 ff. Debeauvals, Michel; Blot, Daniel Educational Expenditure in Developing Areas: Nome Statistical Aspects in: Financing of Education for Economic Growth 1966 S. 73 ff. S. 33 ff. Debeauvals, Michel; Blot, Daniel Educational Expenditure in Developing Areas: Nome Statistical Aspects in: Financing of Education In: Financing of Education In: Financing of Educ | | | | | Dualified | | | | |
| 195 194 171 Page, A. Adaptation of the Supply of Scientific and Technical Personnel to the Needs of the Economy: French Experience and Possible Improvements to the Information Process in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1968 S. 73 ff. De Witt, Nicolas Soviet and American Higher Education: Magnitude, Resources and Costs in: Economic Aspects of Higher Education 1964 S. 133 ff. | | | | Manpower, Paris, Sept. 1966 | 7 | | | | 1966 S. 73 ff. |
| Technical Personnel to the Needs of the Economy: French Experience and Possible Improvements to the Information Process in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 186 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 In: Financing of Education for Economic Growth 1966 S. 73 ff. De Witt, Nicolas Soviet and American Higher Education: Magnitude, Resources and Costs in: Economic Aspects of Higher Education 1964 S. 133 ff. | 195 | 194 | 171 | | . 211 11. | 123 | 210 | 33 | |
| Economy: French Experience and Possible Improvements to the Information Process in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 186 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 186 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 187 S. 53 ff. 188 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 189 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 180 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 189 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 180 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 180 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 180 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 180 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 180 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 180 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 180 195 178 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 | | | | | | | | | Some Statistical Aspects |
| in: Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 1967 S. 53 ff. Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 Policy Conference on Highly Qualified Manpower, Paris, Sept. 1966 Manpower, Paris, Sept. 1966 De Witt, Nicolas Soviet and American Higher Education: Magnitude, Resources and Costs in: Economic Aspects of Higher Education 1964 S. 133 ff. | | | | Economy: French Experience and F | Possible | | | | Growth |
| Manpower, Paris, Sept. 1966 1967 S. 53 ff. Soviet and American Higher Education: Magnitude, Resources and Costs in: Economic Aspects of Higher Education Manpower, Paris, Sept. 1966 Soviet and American Higher Education: Magnitude, Resources and Costs in: Economic Aspects of Higher Education 1964 S. 133 ff. | | | | in: Policy Conference on Highly Q | | 111 | 211 | 40 | |
| 186 195 178 Policy Conference on Highly Qualified in: Economic Aspects of Higher Education Manpower, Paris, Sept. 1966 S. 133 ff. | | | | | S. 53 ff. | | | | Soviet and American Higher Education: |
| 1007 | 186 | 195 | 178 | Policy Conference on Highly Qualified | | | | | in: Economic Aspects of Higher Education |
| VVI V 17A 717 AN EAMINA EVIANNAN | | | | Manpower, Paris, Sept. 1966 1967 | 361 S | 124 | 212 | 48 | 1964 S. 133 ff. Edding, Friedrich |
| 196 196 223 Spence, G. J. Student Aid | 196 | 196 | 223 | Spence, G. J. | | 124 | 212 | - | Student Aid |
| The Growth and Co-Ordination of Scientific in: Financing of Education for Economic and Technical Manpower Studies in the Growth | | | | | | | | | |
| United Kingdom 1966 S. 251 ff. | | | | United Kingdom | | | | | 1966 S. 251 ff. |

| 1 | 11 | III | | 1 | 11 | III | |
|-----|-----|-----|---|------|------|-------|--|
| 125 | 213 | 49 | Educational Expenditures in the Countries of | 136 | 227 | 162 | Netherlands Economic Institute |
| | | | the Mediterranean Regional Project in: Financing of Education for Economic | | | | Financial Aspects of the Educational Expansion in Developing Regions: Some Quan- |
| | | | Growth | | | | titative Estimates |
| 126 | 214 | 23 | 1966 S. 369 ff. Eide, Kjiell | | | | in: Financing of Education for Economic Growth |
| 120 | 217 | 00 | Budgetary Control and Yardsticks for As- | | | | 1966 S. 59 ff. |
| | | | sessing Educational Expenditures in Norway in: Financing of Education for Economic | 227 | 228 | 164 | Oddie, Guy |
| | | | Growth | | | | School Building Resources and their Effective Use |
| | | | 1966 S. 169 ff. | | | | 1966 160 S. |
| 127 | 215 | 56 | Embling, John Control over Educational Expenditure in the | 137 | 229 | 183 | Prest, Alan Internal Fiscal Policies and Education Pro- |
| | | | United Kingdom | | | | grammes in Developing Nations |
| | | | in: Financing of Education for Economic Growth | | | | in: Financing of Education for Economic Growth |
| | | | 1966 S. 185 ff. | | | | 1966 S. 17 ff. |
| 121 | 216 | 67 | Financing of Education for Economic Growth | 138 | 230 | 215 | Senf, Paul |
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