

COMMISSION OF THE EUROPEAN COMMUNITIES

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COMMUNICATION FROM THE COMMISSION

VOCATIONAL TRAINING

IN THE ARTS FIELD

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I. INTRODUCTION

In the run-up to the completion of the internal market in 1992, the Council and the Ministers responsible for cultural affairs, in their conclusions of 27 May 1988 on future action in the cultural field,¹ singled out vocational training as one of four areas for priority attention.

At the Council of Ministers with responsibility for cultural affairs of 18 May 1990, the guidelines set out in the Commission's working document on action in the field of training in the arts were favourably received.

The Commission's aim is to identify existing problems in the field of training in the arts field at Community level, and to help enhance the quality of such training by improving the dissemination of information and promoting exchanges of experience and expertise.

In the Council's discussions, Ministers laid particular stress on the importance they attached to promoting further exchanges and improving the flow of information in these fields; at the same time, they emphasised the need to be flexible and to avoid adopting a dirigiste approach to training in the arts field.²

II. OPERATING PRINCIPLES

1. The approach

To achieve this objective, the Commission will strive to maximize the results which can be achieved by coordinating structures and funds in the Community more effectively without creating new machinery.

The Commission regards its role in this field as being that of a catalyst which, by applying the principle of subsidiarity, will promote cooperation in the context of the common vocational training policy and trigger synergy and interaction in the European Community, and maybe in Europe as a whole.

The Commission intends to establish conditions in which a transnational sector-by-sector momentum will build up in the field of training for workers in the arts and can be incorporated into the general framework of the aims pursued by the common vocational training policy.

This approach calls for close dialogue between the Commission's own departments and between those departments and the professionals in the field, as well as the authorities with national responsibility, so that joint, coordinated action can be taken.

¹ OJ C 197, 27.7.1988, p. 1.

² Summary record of the 1403rd meeting of the Council of the European Communities (Cultural Affairs), SI(90)395, 22 May 1990.

In response to the request from the Ministers responsible for cultural affairs that it should give priority attention to the question of training for workers in the arts, the Commission will begin by listing the contexts in which meaningful action to promote such training could be considered at Community level.

(I) The purpose of the structural Funds is, in a general sense, to improve the situation with regard to employment and market competitiveness and combat regional disparities (see, for example, p. 3, second paragraph).

(II) Similarly, in the context of the common vocational training policy (Article 128) and Community cooperation in the field of education, the various programmes which are put into effect focus basically on particular levels of training or population groups.

The objectives of the common vocational training policy cover both the arts and other sectors, as the latter involve the various categories of the population who are entitled to have access to training.

Investment in human resources to promote training in the various branches of the arts goes beyond the immediate benefits which may accrue to them in economic and social terms and has a major impact on the quality of life for all Europe's citizens.

The existing Community programmes designed to support training for Europe's citizens are not, however, structured on sectoral lines.

Nevertheless, an analysis of such programmes shows that there is potential in the arts for the various population categories, and that that potential can be harnessed in a better coordinated, more intensive manner by those responsible for training in the arts.

There are, too, several Community training programmes, such as Erasmus,¹ Comett² and Petra,³ which include a greater or lesser number of training projects in the fields of conservation, the audiovisual media, the plastic arts, music and so on. The recently adopted Force programme⁴ should also in time open up new and attractive prospects for people working in the arts.

1 Erasmus: European Community action scheme for the mobility of university students - OJ L 166, 25.6.1987. Erasmus II: OJ L 395, 30.12.1989, p. 23.

2 Comett: Community action programme in education and training for technology - OJ L 222, 17.8.1986. Comett II: OJ L 13, 17.1.1989, p. 28.

3 Petra: Action programme for the vocational training of young people and their preparation for adult and working life - OJ L 346, 10.12.1987.

4 Force: Community action programme for the development of continuing vocational training - OJ L 156, 21.6.1990, p. 1.

Similarly, in the context of the regulations governing the structural Funds and in keeping with national employment policies,¹ projects with an arts dimension have been developed as part of certain programmes, particularly in the fields of conservation and restoration.²

Even so, at the moment training in the arts field figures only marginally in vocational training programmes, for reasons which include

- the diversity of cultural and historical traditions;
 - the difficulties caused by the fact that most activity in the arts sector is carried on by small and medium-sized undertakings;
 - the wide variety of structures, levels and contexts in and at which training in the arts is given, making it:
- * a more laborious process identifying potential partners and circulating information in the Community;³
 - * more difficult to carry out the preparatory work prior to concluding agreements and devising joint training projects in the sector.

The Commission will ensure that the special character of the various branches of the arts is taken into account as part of the broad effort being made on the vocational training front in cooperation, where appropriate, with the Council of Europe, in view of its expertise in that field.⁴

The basic object of this memorandum is to pinpoint the main task facing the Commission in the field of training for the arts. In the first instance, that task is to identify the special requirements of the arts

1 The Council and the Ministers responsible for cultural affairs, in their resolution of 18 May 1984, recommended making greater use of the Social Fund to benefit workers in the arts (OJ C 2, 4.1.1985, p. 2).

2 Especially under the Social Fund (e.g. Greece, through the Ministry of Culture and various local authorities, funds several conservation and restoration projects under the Fund).

3 This emerges from, among other things, the studies carried out for Erasmus on the application of that programme to the areas of live performance and the plastic arts:

(a) Obstacles to involvement in the Community's Erasmus programme in the fields of music, theatre and the dance - Eurocréation, July 1989;

(b) Obstacles to involvement in the Erasmus programme in the field of art and design - Pierre Kuenz, July 1989 (88-23-Era-018/FR).

4 The Council of Europe and the Community represented by the Commission are already working together in the area of vocational training, in the arts, on a number of specific measures aimed essentially at improving the circulation of information among authorities responsible for training in the arts-related professions and arts administration in the regions (e.g. the European network of regional arts administrators, Fondation Marcel Hicter, Belgium).

sectors at the initial, university and in-service training stages, so that, moving on to the second phase, it is in a position to propose priority measures whereby better use can be made of existing structures and funds.

In this connection the Commission will emphasize that its basic objective is to help training authorities make shared use of these structures and funds so that they can develop their activities independently.

To bring that about the Commission must propose a definition of the areas for priority attention and put forward a plan of action.

2. Priority areas

The boundaries of what is known as the arts are shifting ones. Without excluding anything from its scope from the outset, the Commission will proceed by stages and according to a ranking order of priorities, focusing its endeavours on vital sectors where urgent action is required.

Thus, in accordance with the ministerial conclusions of 27 May 1988,¹ the Commission proposes to undertake and intensify priority action in the following three areas:

- the audiovisual media;
- conservation and restoration;
- translation.

In the last two sectors, i.e. conservation and restoration, and translation, the Commission, as part of its action in the cultural field, embarked several years ago on a modest scheme to support training.

As will be explained in the presentation concerning sectoral consultations (cf. p. 8b), the two priority sectors referred to above will serve as a test bed, without waiting for the three parts of the review to be carried through in turn (Cf. Action plan, p. 6).

(1) Training in the audiovisual sector

Training professionals in the audiovisual field is central to the MEDIA programme. Several of its projects include an important element devoted to developing professional skills (BABEL - SCRIPT - CARTOON - MEDIA "club"). Furthermore, in EAVE (European Audiovisual Entrepreneurs), a response has been set up, in complement to national undertakings, through, since 1988, seminars in business and economic skills for young producers. This has led to the creation of the "MEDIA Business School", a co-ordinating body which organises high-level seminars for European audiovisual professionals. These are intended to help professionals adapt to the new economic dimension of a European audiovisual "internal market" and to acquire the management techniques they need to exploit it to the full.

The Commission proposes to follow up and intensify its activity in this field through the action programme for the development of the audiovisual industry, "MEDIA" 1991-1995². A proposal for a Council decision is currently on the table.

¹ OJ C 197, 27.7.1988, p. 1.

² COM(90)132 final

(II) Training in conservation and restoration

The cultural, economic and social challenges which the conservation of the Community's movable and immovable heritage represents can be illustrated by the comparatively high (in this sector) level of participation in Community training programmes such as Petra, the exchange programme for young workers,¹ Erasmus and so on, or through Eurocare² as part of Eureka.³

This is, among other things, an opportunity to breathe fresh life into economic regions going through a period of change by establishing the conditions for maintaining a fabric of small and medium-sized undertakings and creating new jobs at various levels of qualification. In a broader sense, conservation and restoration help to improve the quality of life of the Community's citizens by enhancing their environment, and enable better use to be made of the potential in human resources.

The Council of Europe and UNESCO, as well as a large number of specialist organizations such as ICCROM,⁴ ICOM⁵ and ICOMOS,⁶ have for a number of years now regularly given their attention to the training and information problems which arise in this sector. The Council of Europe, for instance, in close cooperation with the Commission, has been promoting the crafts associated with the restoration of the artistic heritage via Inter-European cooperation between training centres (e.g. the training centre for craftsmen in Venice).

The Commission, with due regard for the principle of subsidiarity, will seek to coordinate its initiatives more closely with those of the Member States and the above-mentioned specialist bodies, so as to avoid duplication of effort and, in due course, to embark on joint initiatives involving calling more systematically on the services and expertise of international organizations.

The field of conservation and restoration encompasses a multiplicity of occupations. Here, any venture relating to training standards must at one and the same time be a means of conserving and transmitting traditional skills and of ensuring that the most sophisticated new techniques are applied to the sector.

As part of its "Cultural Action" to date, the Commission has enabled students from the Community to perfect their skills by awarding them grants for training at international centres renowned for the standard of training they provide (cf. Annex 2).

The Commission's object in operating this scheme, which to a large extent involves the sphere of higher education, is to help to influence training standards by the multiplier effect which international courses of this type have in the Member States.

1 Exchange programme for young workers - OJ L 331, 19.12.1984, p. 36.

2 Eurocare: European project of conservation and restoration - Stockholm, Conference of Ministers, 16-17 December 1986.

3 Eureka: Hanover Declaration, 5-6 November 1985.

4 ICCROM: International Centre for the study of the preservation and restoration of cultural property.

5 ICOM: International Council of Museums.

6 ICOMOS: International Council on Monuments and Sites.

(III) Training for translators

Training for translators, particularly literary translators, is one of the factors which determine translation standards.¹

Considering how rare a command of more than one language is in practice, high-quality translations are an aid to understanding and communication between the peoples of Europe.

For several years, the Commission has been making special efforts in the field of translation, and in particular is pushing forward with its EUROTRA² programme to enable it to create a common system capable of effecting translations in all nine official languages of the Community.

In its communication on "Books and reading: a cultural challenge for Europe",³ the Commission stressed the importance it attached to the devising of special forms of training for translators and made proposals for a series of priority measures in that field⁴.

In keeping with the resolution adopted by the Council and the Ministers responsible for cultural affairs on 18 May 1989,⁵ the Commission has stepped up the support it gives to existing literary translation centres (cf. Annex 2) and would like to see the networking which links them being extended to cover the whole of the Community.

In particular, it plans to organize a meeting between these centres in November so as to review progress and help them trace out the pattern for their future development.

The network of literary translation centres is a means whereby professional translators can perfect their skills through contact with other translators.

The Commission will draw on this experience as background for considering ways of promoting special types of training in the various specialized areas of translation, particularly in higher education. Special account will be taken of the results of measures undertaken by the Council of Europe as part of its intergovernmental programme for 1990 and the Council for Cultural Cooperation programme for 1990.

III. A PLAN OF ACTION

The action the Commission proposes hinges on the following two features:

- 1. Identifying the existing problems;
- 2. Immediate experimental projects.

1. Identifying the existing problems

In the first instance the Commission will conduct a review of the situation and needs in the field of training for the arts, measured against the objectives set for the common vocational training policy. The purpose of this review will be to supply precise information about the situation and the needs in the field of arts training in the Member

1 OJ C 309, 19.11.1987, p. 3.
2 COM(89)603 - 6.12.89
3 COM(89)258 final, 3.8.1989.
4 COM(89)258 final, p. 12.
5 OJ C 189, 20.7.1989, p. 1.

States and, by a process of sector-by-sector consultation, to identify specific initiatives which, because of the value added which they would generate, it would be more effective to implement at Community level. It should also serve the interests of arts training by helping to forge the analytical tools needed for introducing measures which would have an appreciable impact in the Community.

The review will be conducted in three parts:

- (a) surveys of the arts training situation and needs in the Member States;
- (b) sector-by-sector consultations;
- (c) presentation of the results of the review of training in the various branches of the arts.

(a) Surveys of the arts training situation and needs in the Member States

These surveys will produce factual information from which the main strengths and weaknesses in the provision of and access to training in the arts field in the Member States at the various stages in vocational training can be identified and the correlation between professional qualifications can be examined.

Although they will not claim to be scientifically exhaustive or to produce rigorously comparable results, the aim of the surveys will be to put the various existing approaches and problems in the Member States into perspective, measuring them against the principles of common vocational training policy and, in particular, the pattern of vocational training available at different levels.

In addition, the surveys will examine, in the context of the elimination of internal borders and measures to enable the free movement of persons, questions related to qualifications in each sector and the mobility of those who work in the arts.

In proposing to produce a practical, compatible tool of this type the Commission's intention is to:

- help to supplement the analysis of policies developed at the national or regional levels;
- identify, in the light of measures and initiatives adopted under national and regional plans to promote arts training, those measures which, if implemented at Community level, would usefully back up and strengthen such endeavours;
- promote the mobility of those who work in the arts.

Special attention will be paid to initiatives designed, in the context of the objectives of the common vocational training policy, to:

- promote the handing on or conservation of skills and the exchange of expertise or experience;
- support the targeted dissemination of vocational information in the Community;
- stimulate joint consultation and cooperation between training authorities on a Community scale;
- strengthen existing networks and foster new partnerships.

The proposed timetable for carrying out these surveys will be a two-year one, covering 1991 and 1992 (cf. financial statement, Annex 1).

The Commission counts on the supervisory authorities in the Member States to work with it to ensure that the investigations actually

(b) Sector-by-sector consultations

At the same time, the Commission, in liaison with the Member States, will embark on a process of sector-by-sector consultations the results of which will serve to supplement and clarify the findings of the surveys.

For practical reasons, the Commission will carry out the consultations in each of the various arts fields in turn. Without waiting for the full results of the review referred to above, it will start with two of the three areas earmarked for priority attention by the Council, i.e. training in the field of conservation and restoration and training for translators.

The Commission would like these consultations to involve the various interests (professionals in the arts field, those responsible for training and the supervisory authorities) whose task it is to devise and implement training schemes in the various branches of the arts. A willingness to cooperate and commitment from all the parties involved will determine the success or failure of any proposal for joint action, especially in this field.

To carry the sector-by-sector consultations through successfully, the Commission proposes to organize seminars covering each sector and to circulate the results of the consultation exercise.

(i) Sector-by-sector seminars

In keeping with the aims which the common vocational training policy pursues on an intersectoral basis, the seminars will give priority to the various sectors of training in the arts field and will be centred on:

- basic vocational training for young people;
- higher education and training;
- in-service vocational training.

The purpose of these is to provoke an exchange of information and experience whereby:

- a concentrated light can be shed on the range of approaches and requirements in the different Member States;
- the public and private-sector training authorities can be helped to find innovative solutions to meet their specific requirements;
- lastly, the participants can identify transnational initiatives which, if implemented at Community level, would make a substantial contribution to increasing the supply of and access to vocational training in the Community in the sectors concerned.

(ii) Dissemination of the results of the consultation exercise

To involve all interested parties in the process of considering these matters, the Commission will regularly publish the conclusions reached in the consultations.

(c) Presentation of the results of the review of vocational training in the various branches of the arts

Before the end of 1992 the Commission will present the results of the review of vocational training in the arts field to the parties concerned.

The object of this third stage in the full review described above (p. 6) is to compare the results of the surveys with those of the sector-by-sector consultations and draw the requisite conclusions, bearing in mind the overall objectives of the common vocational training policy.

Meanwhile the Commission will focus its attention on a limited number of priority areas.

2. Immediate experimental projects

To boost the efforts already being made as part of the Commission's work in culture in the field of conservation/restoration and translation (cf. Annex 2), in the two priority sectors the Commission would like to test a set of methods geared to the following broad objectives:

- a) strengthening cooperation between training authorities; e.g. by study visits, or the creation of joint projects, to enable those responsible for training matters to work with their counterparts in other member countries in preparation of co-operation agreements, or by teacher exchanges, to enable them, by practical encounters, to incorporate a European dimension into their teaching;
 - improving the flow of information about training schemes in the Community; e.g. through targetting information on trainers and professionals; or through adapting information for young people in basic training or higher education to help them find their way around the content and conditions of access of such training, as well as the qualifications required;
 - through efforts towards greater concordance in the mutual recognition of professional qualifications.
 - promoting innovative ventures in Member States, e.g. by supporting efforts to demonstrate the application of new technology, particularly as a tool of informatics; or by supporting innovative ventures in professional training.

Once this experiment, confined to the two priority sectors, has been completed, the Commission will evaluate the results so that they can be taken into account in the process of sector-by-sector consultations on all the branches of the arts.

ANNEX 1

FINANCIAL STATEMENT

1. Budgetary heading
Item B 3200
2. Legal basis
Article 205 of the EEC Treaty
3. Classification of expenditure
Non-compulsory
4. Description
 1. Review of the situation and needs in the field of vocational training in the various branches of the arts
 - (a) Surveys in the Member States
 - (b) Sector-by-sector consultations
 - (c) Presentation of the results of the review of vocational training in the arts field
 2. Immediate experimental projects
 - (a) Support for cooperation between authorities responsible for training
 - (b) Support for the dissemination of information about training schemes
 - (c) Support for innovation in the Member States
 - (d) Cooperation with international organizations on joint projects
5. Justification
Resolution of the Council and the Ministers with responsibility for cultural affairs meeting within the Council on 27 May 1988.
6. Estimated financial consequences
Total: ECU 1.2 million for 1991-92
Table: attached

M

In ECU thousand			
	1991	1992	Total
<u>I. Review of the situation and needs in the field of vocational training in the various branches of the arts</u>			
a) <u>Surveys in the Member States</u> Surveys of the situation and needs in the field of vocational training in the arts at each level of vocational training	150	100	250
b) <u>Sector-by-sector consultations</u> Seminars in each branch of the arts, involving professional practitioners, trainers and supervisory authorities First-priority areas: - conservation and restoration - translation (5 2-day meetings) Second-priority areas: (at least 5 areas)	150	150	300
c) <u>Presentation of results of review</u>		150	150
Subtotal I	300	400	700
<u>II. Immediate experimental projects</u>	250	250	500
a) <u>Support for cooperation between training authorities</u>			
b) <u>Support for dissemination of information about training</u>			
c) <u>Support for innovative experiments</u>			
d) <u>Cooperation with international organizations on joint projects</u>			
Subtotal II	250	250	500
Grand total I + II *	550	650	1200

* The proposed action is covered by appropriations entered against item B 3200 in the preliminary draft budget for 1991.

7. Effect on revenue

None

8. Type of control

- 8.1. Financial control

- 8.2. Scientific and technical control: DG X-2 and Task Force
(Human Resources)

9. Staff required*

- 1 A7/4

- 1 B

- 3 C

* These resources can be found either by internal redeployment or as part of the planning of resources for 1991.

ANNEX 2

TRAINING GRANTS FOR THE TWO PRIORITY SECTORS IN 1990:

I. Conservation and restoration: (Total: ECU 275 300)

(a) Architectural heritage

ICCROM, Italy

Study Centre for the Conservation of the Architectural and Urban Heritage, University of Leuven, Belgium

Centre for Conservation Studies, University of York, Great Britain

(b) Craftsmen

Pro Venezia Viva, European Centre for the Training of Craftsmen in the Conservation of the Architectural Heritage, Italy

(c) Archaeology

Institute of Archaeology, University of London, Great Britain

European University Centre for Cultural Property, Ravello, Italy

II. Colleges of literary translators: (Total: ECU 130 000)

Europäisches Übersetzer-Kollegium, Straalen

Collège International des Traducteurs Littéraires, CIL Arles, France

Collegio di Proclida SITL (Italian Literary Translators' Union), Italy

Casa del Traductor de Tarazona, Spain

British Centre for Literary Translation, University of East Anglia, Norwich, Great Britain