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MEMORANDUM

ON

THE RATIONALISATION AND COORDINATION

OF VOCATIONAL TRAINING PROGRAMMES AT COMMUNITY LEVEL

(presented by the Commission)

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## A. INTRODUCTION

- (1) The Commission's work programme for 1990 provided for the presentation of a Memorandum on the rationalization and coordination of Community actions in the field of vocational training. This was also foreseen in the Commission's action programme concerning implementation of the Community Charter of workers' fundamental social rights.
- (2) This Memorandum is therefore presented by the Commission for information to the European Parliament, the Council, and to the Economic and Social Committee.
- (3) The aim of the Memorandum is to establish an overall framework of reference which can be used in future in locating and managing all Community initiatives and actions in the context of the development of the common vocational training policy, based on Article 128 of the Treaty and in ensuring a well-coordinated approach to the development of Community measures designed to improve the quality of human resources in the Community and in the wider Europe. This framework is intended to streamline the Commission's different training initiatives, and also to enable the Commission to ensure the necessary interrelationships and coordination with other Community policies which contribute to the general objective of improving the skills of people throughout the Community, so as to master economic, technological, social and cultural change.
- (4) Community action programmes in this field have developed rapidly since 1987, starting with the adoption of the COMETT programme. The subsequent adoption by the Council of a series of programmes reflects the growing importance accorded throughout the Community to training, as an instrument of economic and social policy, often linked with the political determination of successive Presidencies of the Council to develop new initiatives. These vocational training programmes have received the consistent support of the European Parliament and the Economic and Social Committee. The Court of Justice has moreover clearly confirmed that Article 128 is an appropriate legal basis for action programmes with substantial budget implications.
- (5) Annex A summarizes in tabular form the different action programmes in the vocational training field already established by decisions of the Council, and indicates their different characteristics as well as the variety of their interrelationships. Briefly, they are recalled below for reference :
  - COMETT backs up transnational partnerships and cooperation between universities and industry in promoting advanced training for technological change ;

- EUROTECNET aims at exploring the impact of technological change on vocational qualifications and training systems and in identifying new skill needs in the workforce ;
  - ERASMUS promotes the mobility and exchange of students and staff, and inter-university cooperation ;
  - LINGUA seeks to improve the teaching of Community languages ;
  - TEMPUS (adopted by the Council on 7 May 1990) promotes collaboration in the field of higher education with Central and Eastern Europe ;
  - PETRA focusses on the initial vocational training of young people and their preparation for adult and working life ;
  - IRIS promotes exchange of experience regarding the specific training needs of women, and is part of the second action programme for the promotion of equal opportunities for women;
  - FORCE (adopted by the Council of 29 May 1990) is concerned with the development of continuing education and training in firms.
  - Young Workers Exchange Programme.
- (6) The implementation of each of these programmes is done in close collaboration with the Member States. Each programme has involved the creation of a special committee or working group to assist the Commission, in some cases including representatives of the social partners as well as of the education and training authorities of Member States. Since the programmes are generally decentralised in their operation, Member States have set up national agencies to handle their operations. For its part, the Commission has secured the necessary assistance to implement the programmes by contracting out, under its responsibility, the detailed tasks of animation, advice, information and technical coordination to a range of different outside agencies. This represents therefore a substantial administrative and financial responsibility for Member States and the Commission. The time is opportune to begin the discussion on rationalisation, since most of the programmes are scheduled to run until 1994 in the next phase of their development.
- (7) Other Community programmes too, which may have other legal bases (eg. Article 130 (G (d)) of the Treaty) have important training components or implications for training policy, in particular the specific programmes within the second Framework Programme of Community activities in the field of research and technological

development (1987-1991). These include the awarding of bursaries and grants or other training actions within SCIENCE, BRIDGE, BRITE/EURAM. Amongst these DELTA addresses more particularly the research into the use of new technology based tools to meet training needs and to develop multimedia products for flexible and distance learning. Moreover the third Framework Programme (1990-1994) foresees a specific programme on Human capital and mobility focussed on the training of researchers at post-doctoral level. These programmes are based on Article 130 (G) of the Treaty. The links with the training operations supported in the framework of the Community's Structural Policies also need to be taken into account.

- (8) Moreover, the new European Training Foundation (decided by the Council on 7 May 1990) will serve as an important clearing-house for the development of training projects in relation to Central and Eastern Europe.
- (9) Although this Memorandum is concerned primarily with the Community Vocational Training Programmes, the Commission also intends to take this opportunity to streamline a number of related activities in the youth field.

#### B. OBJECTIVES

- (1) The planning of a more visible framework approach for the future is in particular designed to meet the following objectives :
  - a- to respond to the concern expressed by the Commission, the Council and the European Parliament for greater transparency and coherence of the management of Community measures in the field of vocational training ;
  - b- to permit a clearer identification of the relationship between Community measures and the vocational education and training policies carried out within the Member States, and of the added value contributed by the Community measures ;
  - c- to avoid fragmentation of the Community effort and to simplify the presentation and visibility of the different programmes to the public and various target groups involved ;
  - d- to modify the machinery for following the programmes by simplifying the committee structures involved, thus economising in the number of committees and meetings, and rationalising arrangements both for Member States and the Commission.
  - e- to strengthen the capacity of the Commission to monitor and evaluate the development of its policies, and programmes, as a whole ;

- f- to clarify the options for future development, either through the extension or diversification of existing programmes or through the integration of measures which respond to new demands (changing skill needs, for example) and which contribute to the overall impact of the Commission's action ;
- (2) Through improved rationalisation and coordination of its work, the Commission intends to strengthen its capacity to fulfil its Treaty obligations in the field of the common policy on vocational training during the 1990s as an essential strand of its social and economic policies. In this perspective, and on the basis of the approach set out in this Memorandum, the Commission will present during 1991 its analysis of the skill needs for the 1990s and the vocational training responses which require further development on a Community-wide basis.

### C. BACKGROUND FACTORS

- (1) The Community action programmes in the training field cannot be seen in isolation from the training component of other Community policies. This is especially the case in relation to the Community's Structural Policies within which, mainly but not exclusively through the European Social Fund, training makes a vital contribution. The launching later this year of a new Community Initiative focussing inter alia on New Skills and New Qualifications provides a first opportunity to demonstrate a direct link between the Community's training policies, supported by its programmes, and the use of the Structural Funds.
- (2) The adoption of the third Framework Programme for Research and Development also offers an opportunity to build a link between the Community's training initiatives, especially in relation to Chapter 6 'Human Capital and the Mobility of Researchers'. This will enable the coordination process already established between SCIENCE and DELTA on the one hand and COMETT and ERASMUS on the other to be pursued.
- (3) In the environmental field, it has been recognized that the implementation of Community legislation is being hampered by a lack of trained personnel. The links with specific training actions and the integration of environmental concerns into training programmes should be reinforced.
- (4) Over the last 3 years, there has been growing interest in participation in the Community programmes firstly on the part of EFTA, then from a number of other third countries, and most recently from the different countries of Central and Eastern Europe. Further possibilities of drawing on the experience of the successful programmes will undoubtedly arise eg. in connexion with LOME. In the coming years further developments may be anticipated either within the framework of specific association agreements relating to participation in Community programmes (eg. COMETT II) or by the introduction of tailor-made schemes for third countries

(eg. Tempus). It will be essential for the Commission to develop a coherent and well-coordinated approach which can permit realistic and practical arrangements to be made in good time, whilst also ensuring, when participation in Community programmes is concerned, that the Community interest in the programmes, notably in respect of the balanced development and participation of the twelve Member States, is fully safeguarded.

- (5) To be effective, rationalisation and coordination measures will require the full cooperation of the Member States. In most Member States, the responsibility for training is shared between Ministries of Labour and Ministries of Education, and in some Member States the regions also have a role. Equally, account has to be taken of the great interest taken in this field by the social partners, notably within the Social Dialogue, and the substantial responsibility of firms to determine their own training policies.

#### D. TOWARDS A FRAMEWORK OF ACTION

- (1) For improved coordination of the programmes to have a lasting effect, much depends on the clear formulation of the general objectives to be pursued by the Commission in accordance with Article 128 of the Treaty of Rome and the general principles of vocational training established by the Council in 1963, as well as the particular aims set out in each Action programme. Moreover, the Community measures also seek to underpin both the Community's economic policies as well as the social dimension of the internal market ; they are indispensable to the 'cohesion' of the Community, since training often lies at the cross-roads of all policies, notably regional and sectoral, which require the upgrading of skills for their effective delivery.
- (2) The table below sets out the main fields of activities identified by the Commission within which all the existing action programmes concerned with the implementation of Article 128 must be located. The primary location of the different programmes is then analysed in relation to each field of activity set out in this framework, recognising that some programmes serve more than one field and are also concerned with the creation of a People's Europe. It is noted that improved foreign languages teaching is transversal in character, and that cooperation with third countries is included on account of its growing importance.

**Field of activity 1**

**Initial vocational education and training of young people :**

Raising of standards of training by the development of qualifying initial vocational education and training for all young people, and improved guidance and preparation for their transition from school to work

**Field of activity 2**

**Higher education and advanced training :**

Increasing the quality of higher education and training through promotion of transnational cooperation and exchanges, including collaboration with industry and commerce

**Field of activity 3**

**Continuing education and training :**

Enlarging access to and participation in continuing education and training for those in employment and those seeking it, and improving the standards of skill levels and of qualifications to cope with economic, technological and social change

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**Field of activity 4**

Raising the quality of foreign language teaching as an essential part of a common vocational training policy and to eliminate barriers to the free movement of persons

**Field of activity 5**

Cooperation with third countries in the training field, by the exchange of information and experience, including the possibility of establishing specific association agreements or special schemes



Field of activity 1

- (1) The central objective of Community action is to improve the vocational training of young people and their preparation for adult and working life. The Commission intends to do its utmost to ensure the full implementation of the Council Decision adopted on 1 December 1987, viz : that "all young people in the Community who so wish receive one year's, or if possible two or more years', vocational training in addition to their full-time compulsory education".
- (2) The existing PETRA programme can usefully provide the necessary umbrella framework for a number of separate actions, which are currently under way or have been requested by the Council, thus permitting a well-coordinated approach in future to embrace the following elements :

raising the status of technical education as a vital part of the vocational preparation of all young people ; improving the basic skills of all school-leavers ; introduction of new technologies in initial vocational training ; promotion of cooperation between schools and industry on a transnational basis and promotion of joint or integrated training courses for young people, with transnational recognition of qualifications ; vocational guidance and counselling ; the training of trainers ; exchanges of young workers, including periods of work experience and/or vocational training in another Member State.
- (3) The imminent presentation by the Commission of a Community Initiative on New Skills and New Qualifications will take into account the need to make provision for the consolidation of the PETRA programme, drawing on the complementary resources of the Structural Funds, so as to cover the different aspects listed above. This new coherence of approach is expected to lead to much clearer added value from the Community measures in this field.
- (4) Young Workers Exchanges (established under Article 50 of the Treaty of Rome), which have hitherto been developed as a distinct activity, would therefore henceforth be organised within this framework, with a greater emphasis given to the value of the experience derived from a period of training abroad. In this way, all youth training exchanges would be handled within a single framework.
- (5) Moreover, it is envisaged that the Commission's existing advisory group of national policy coordinators (designated to cover the responsibilities of both Ministries of Education and Labour as appropriate) could also be reconstituted to serve as the single advisory platform for discussion of all the activities listed above, obviating the need for separate working groups or committees. Such a Committee could equally oversee the future development of exchanges of young workers and youth trainees. In this way, the Commission would expect to reduce the number of committees and working groups involved as well to improve coordination and the flow of information with Member States in this field.

Field of activity 2

- (1) Cooperation in the field of higher education and advanced training currently involves the ERASMUS and COMETT programmes as well as Action II of LINGUA, which under the terms of the Council Decision has to be coordinated with the implementation of the ERASMUS programme. The recent adoption by the Council of the TEMPUS scheme also has to be taken into account.
- (2) Given that the present range of programmes (as can be seen from the annex) is still at a very formative stage of development, it will not be possible to proceed immediately to a merger of the programmes as such without damaging their impact and viability. However, the scope for merging some or indeed all these programmes in the future will be examined systematically as an integral part of the review and evaluation process which will precede and inform the decisions covering the renewal and/or adaptation of each programme. ERASMUS, COMETT and LINGUA are also scheduled to end their next phase of development in 1994, and TEMPUS in 1995.
- (3) Although it would be premature to merge the programmes at this stage, the Commission considers it desirable to establish a single advisory Committee in future to collaborate with it in this field (including representatives of the higher education world as well as of the educational authorities of the Member States) over-viewing all the above-mentioned programmes and advising on their implementation in a synchronised and balanced way. Although the creation of a single committee would undoubtedly represent a heavy load of responsibility, such a formula would have several positive advantages :
  - national authorities would be able more easily to oversee and coordinate arrangements especially in respect of the award and distribution of student scholarships ;
  - it would serve as an invaluable counterpart to the Community-level R+D Committee, which similarly has an overview of the range of individual Community projects ; and could facilitate the necessary interactions with it in relation to the improvement of human capital and the mobility of researchers ;
  - a unified committee would improve the capacity of the Commission and Member States to ensure evaluation of the different programmes as a whole ;
  - it would improve the visibility of all the programmes vis à vis the higher education community at large (eg. with the European Liaison Committee of Rectors and the newly established European Association of Higher Education), and could help in streamlining the flow of information to individual institutions of higher education ;

- It would serve as the primary focus for consideration of the potential of open and distance learning, and for exploitation of the results of the DELTA project in higher and advanced training systems.
- (4) Special care will be taken in this context to protect the 'image de marque' of these specific programmes, notably ERASMUS and COMETT, which are now widely known and perceived as attractive. Clearly, within this framework the TEMPUS scheme will continue to be managed by the Commission first and foremost in accordance with the needs and priorities of the recipient countries.

### Field of activity 3

- (1) The FORCE programme will serve as the spearhead of Community action to promote wider access to and participation in continuing training in firms. The decision of the Council (29.V.1990) to introduce an Advisory Committee for the FORCE Programme (including observers on behalf of the social partners) could provide an opportunity to regroup related activities in this framework, before the full launch of FORCE in 1991.
- (2) The Commission considers that the terms of reference of the Advisory Committee should be adapted and enlarged to cover the different Community initiatives and programmes concerned with continuing training, in relation to which the participation of the social partners is indispensable. Such a Committee could also oversee and advise on EUROTECNET, as well as actions concerned with the training of women (IRIS), training in specific sectors, training measures for SMEs, and the existing scheme of cooperation involving residential adult education centres. In this way, a substantial economy in the number of Committees can be achieved, obviating in particular the need for a separate EUROTECNET Committee. The interactions between the different strands of work would be enhanced to mutual advantage viz : equal opportunities in the training field, the transfer of technological knowhow and expertise through training, etc.
- (3) Projects supported within Community Initiatives (eg. New Skills and New Qualifications) will be designed to form an integral part of the Community action programmes concerned with continuing training, and their policy impact and the transferability of good practice could be considered in this framework.
- (4) Such a Committee would also be a natural point of reference for considering on a coordinated basis with Member States the anticipated skill needs and deficits in the 1990s, the identification of priority sectors requiring special attention and the transfer of training know-how throughout the Community deriving from technological innovation and transfer. The active involvement of the social partners will be indispensable.

#### Field of activity 4

- (1) The LINGUA Programme will become fully operational in January 1991. As decided by the Council, the LINGUA Committee will play an essential role in advising the Commission on the implementation of the programme. It could also serve as the reference point for analysing foreign language teaching needs arising in different sectors as a result of the completion of the internal market. The higher education strand (Action II) of LINGUA will be administered within the overall frame of higher education and advanced training as set out under the Field of Activity 2. It will be for the LINGUA Committee to retain an overview of all actions affecting the teaching of Community languages. Future needs in the Community in relation to specialised manpower for interpretation and translation could also be usefully referred to the LINGUA Committees for consideration. The rationalisation measures proposed earlier will make it easier in future for the Commission to refer language training needs and provisions to the committees set up in relation to Fields of Activity 1, 2 and 3, in cooperation with the LINGUA Committee.

#### Field of activity 5

The Commission is concerned to determine a coherent policy approach to cooperation with Third countries in the training field. Two forms of cooperation exist at this stage :

1. Cooperation involving assistance to eligible countries to contribute to their social and economic development, and providing support normally for training in the countries concerned, and/or support for grants to study in Community countries (i.e. Lomé and some trade and cooperation agreements).  
This form of cooperation has developed further more recently with specific training initiatives for Central and Eastern Europe.
2. Cooperation designed to permit participation in Community programmes. This form of participation has so far operated only for EFTA countries, now involved in the COMETT II programme, and for whom the Commission has indicated its intention to propose participation in the ERASMUS programme. The Commission considers that any such participation must be governed by clear criteria which safeguard the Community interest in such an extension.

The Commission proposes to review on an annual basis the progress of cooperation with Third countries and with international organisations active in this field, so as to give a comprehensive overview of the situation.

## Youth Questions

(1) Although not an integral part of the initial vocational training provisions, the Commission considers that it will be helpful to take the opportunity to rationalise the arrangements for youth initiatives and exchanges more generally. So as to simplify and improve the presentation of the Community-level exchange possibilities available to young people, it is proposed to bring a number of different activities under a single umbrella title, that of "Youth for Europe". This will henceforth embrace the following elements :

- Youth for Europe Scheme for out-of-school youth exchanges (Phase II) ;
- Youth Information and youth initiatives, as well as any new actions involving young people out-of-school.

The Youth for Europe Committee could be adapted to embrace all these activities. The Youth for Europe Committee will also be kept informed of those Youth Exchanges which will be developed within the framework of the TEMPUS scheme, or with other third countries so as to ensure the necessary coherence of arrangements with the national authorities involved.

The Commission intends to present a Memorandum on youth questions for consideration at the first meeting of the Council of Youth Ministers to be held in November 1990 under the Italian Presidency.

## **E. EVALUATION AND MONITORING**

(1) Each of the major Community programmes in the training field now includes a commitment by the Commission to the continuing evaluation and monitoring of the projects and operations involved. The Commission will establish an across-the-board evaluation procedure which will henceforth ensure that the interrelationships between programmes and any related initiatives are carefully analyzed, and their combined results highlighted both in respect of the Community dimension as such and the links with national policies. The regrouping of Committee arrangements set out earlier in this Memorandum will facilitate this process.

(2) To assist this comprehensive evaluation effort, the Commission will review the literature distributed for all its programmes so as to set out clearly :

- the objectives to be attained both within Member States and at Community level ;
- the criteria followed for selection of projects ;
- the reporting arrangements to be adopted so as to ensure wide dissemination of the results.

- (3) To be fully effective, these evaluation measures must be well coordinated with the evaluation arrangements set up within Member States by the appropriate authorities. Only in this way will it be possible to trace the impact of Community actions on the mainstream of national policies and practices. The Commission will therefore review this aspect with the appropriate Committees.
- (4) With effect from 1991, the Commission intends to produce an annual report drawing together the main achievements of its different initiatives concerned with human resource development, education, training and youth. Special attention will also be paid to the contribution of training to the Community's Structural Policies and to Research and Development. This general report will of course complement the specific, specialized reports on each programme (eg. on ERASMUS and COMETT) which are required under the terms of their respective Council Decisions.

#### F. DISSEMINATION OF INFORMATION/PUBLICATIONS

- (1) The introduction of this new framework approach also provides an opportunity to improve the presentation of the Commission's information and publications. In its information work, the Commission will aim to demonstrate the combined impact and visibility of all present and planned Community activities in the training field, and also, wherever possible to simplify their presentation. A regular publication will be issued on the Community's education and training activities. This information effort will be incorporated within the overall priority information programme (PIP) of the Commission in which special importance is attached to target groups in the education, training and youth sectors.
- (2) As an essential part of its rationalisation measures, the Commission will set up an integrated data base on its various training activities which can be linked appropriately with designated national data bases, and also serve to underpin the training dimension of the European networks which the Commission will propose later this year to underpin the completion of the internal market. CEDEFOP and EURYDICE will be expected to assist in this respect. In particular, special attention will be given to the inclusion of information on the qualification systems of the Member States, and on the flows of students and trainees in the training systems. Special attention will be given by the Commission, moreover, to the further clarification of a number of specific tasks to be entrusted to CEDEFOP, such as the exchange of training specialists and the training of trainers within the Community.

## G. RELATIONS WITH MEMBER STATES

- (1) Since 1963 and the adoption by the Council of a set of General Principles of Vocational Training, the Commission has been assisted by a statutory tripartite Advisory Committee for Vocational Training. This Committee, which now consists of over 70 members (employers, trade unions and governments), meets regularly at least twice a year. Its role has inevitably changed substantially in recent years, partly with the adoption of the major Community programmes for each of which the Council has decided to set up a specific committee, and partly because other Community committees exist with substantial training interests (eg. ESF Committee, IRDAC, CODEST).
- (2) Whilst the Advisory Committee has played a valuable role as an advisory forum, the business conducted therein often now duplicates the discussions in other Committees and also overlaps to some extent with the work of the Governing Board of CEDEFOP, especially in relation to discussion of those parts of the work programme of the Commission for which technical assistance is provided by CEDEFOP. Account also needs to be taken of the Commission's regular practice of inviting the social partners (UNICE, CEEP and ETUCE) to comment bilaterally on all Community draft proposals in the training (and indeed social) field.
- (3) The Commission's services are already engaged with the Advisory Committee in a preliminary review of the role and methods of work of the Committee. In the light of these discussions, as well as the indications in this Memorandum, the Commission intends to prepare proposals concerning the Advisory Committee's future role, both to eliminate unnecessary duplication of effort, and to ensure that the Commission receives the best possible advice on training needs, priorities and developments in the Member States.
- (4) The Commission intends to review with each Member State on a bilateral basis ways of ensuring that the Community actions are developed and presented more coherently within each Member State. In this context, the Commission's services will consolidate the regular series of meetings with Directors General of Vocational Training, drawn as appropriate from the various government departments involved. These meetings provide an invaluable informal clearing-house for exchanges of information and experience, parallel to other such groups established by the Commission (eg. Directors General for Employment, Internal Market, etc.). Special attention will be given to the need for improved coordination between the different agencies designated by Member States for the various programmes.
- (5) The opportunity will also be taken to review with the Education Committee the related working arrangements for the development of educational cooperation, notably with a view to reducing and streamlining the number of working groups.

#### H. MANAGEMENT OF PROGRAMMES

- (1) At present, each major programme is implemented by the Commission with the technical support of an external team of experts, financed under contract. These external teams help underpin the decentralized character of these programmes, linking with the national agencies set up within each Member State. The rapid growth in the size and scale of the Community programmes, and the great public interest in participation in them, has considerably increased the management load of the Commission in this sector. At present, through open tendering procedures, the Commission will have secured the necessary technical support from a number of different external organisations.
- (2) This approach has the positive advantage of ensuring the appropriate mix of professional and linguistic competence to service each programme. However, it is increasingly placing strain on the Commission's services in terms of the necessary coordination and exploitation of the different operations which now involve more than 8 different teams working under different contractual conditions. In view of the large scale and complexity of these programmes, the Commission intends to arrange an external review of these arrangements during 1990/1, with a view to clarifying the longer term implications, including the methods of management of exchanges, mobility and cooperation in the field of higher education and advanced training.

#### J. CONCLUSIONS

In summary, the different measures of rationalisation set out in this memorandum are designed to lead to a grouping into 3 main fields of activity on a more coordinated basis, namely :

- (I) initial vocational education and training of young people
- (II) higher education and advanced training
- (III) continuing education and training .

In each of these 3 fields of activity, the number of existing committees and working groups would be reduced (a range of existing committees would be subsumed within the umbrella committees in this new framework). This would permit a clearer overview both at Member State level and by the Community Institutions. In this way the Commission and Member States will be better able to identify the added value of Community action in relation to the mainstream of national policy and practice ; to secure better value for money ; and to ensure that in the period



until 1994/5 (the formal duration of the different action programmes) there will be a well coordinated evaluation of the Community action as a whole. In this way too, the Commission can build up progressively its capacity to ensure that the future skill needs of the Community, following the completion of the internal market, are identified and that the Community gives the necessary priority to ensuring high quality and high standards in training throughout the Community.

LINGUA (Field of activity 4) represents a horizontal programme underpinning the first three. It will be essential to arrange for the necessary links between the LINGUA Committee and the other committees so as to ensure that priority is given to the acquisition of improved foreign language skills by all priority target groups.

So far as Field of activity 5 is concerned, the Commission will keep under review the increasing cooperation between the Community and third countries. In this way, the Commission will safeguard the balanced development of vocational training programmes at Community level so far as the participation of the 12 Member States is concerned, while also, in specific cases, designing arrangements which may permit the involvement of third countries, or create special schemes for their benefit. It will draw in particular on the experience of the newly established European Training Foundation.

The Commission also intends to strengthen, in full collaboration with the Member States, measures which promote the participation of young people in building a People's Europe, notably through exchanges and other initiatives involving young people. It is proposed to take advantage of this opportunity for rationalisation to bring together all related initiatives under the umbrella of a consolidated Youth for Europe Programme, to be presented later this year.

A summary table (Annex C) is provided indicating the actions to be taken by the Commission in giving effect to this Memorandum.

PROGRAMME	LEGAL BASIS	BUDGET + COMITOLOGY	LENGTH	PUBLIC CONCERNED	ANNEX A - 1 TYPE OF ACTION	LINKS WITH OTHER PROGRAMMES	TECHNICAL ASSISTANCE OFFICE
ERASMUS	Article 128	192 M ECU (3 yrs budget)  ERASMUS ADVISORY COMMITTEE	5yrs 1990-94 Permanent programme	University staff, teachers & students	Inter-University cooperation programmes. Student mobility, to spend a period of study at University in another Member State.	LINGUA action 2 concerns the same measures, but limited to foreign languages. COMETT also concerns Universities but linked to industry. Link Action Jean Monnet Link SCIENCE	ERASMUS BUREAU
COMETT II (This programme is open to EFTA countries)	Article 128	200 M ECU  COMETT COMMITTEE (Part advisory, part management)	5 yrs 1990-94	University staff, teachers & students. Personnel from industry	University industry training partnerships. Student placement in industry. Joint training projects in the field of training for new technologies	ERASMUS also covers universities (idem part of LINGUA). EUROTECNET also deals with training for new technologies, but at a lower level. Important interactions with regional policy. Link with framework R + D programme eg. DELTA and Chapter VI. Also SME information centres.	COMETT TECHNICAL ASSISTANCE OFFICE
LINGUA	Articles 128 & 235	200 M ECU  LINGUA COMMITTEE (part advisory, part management)	5 yrs 1990-94	Language teachers in schools & higher education systems. University staff & students. Pupils in technical vocational & specialized education. Firms & professional organizations	In-service training of teachers : periods abroad. Inter-university cooperation & student mobility. Language training in the economic sector. Exchanges of pupils in technical education, etc...	ERASMUS (Action 2) PETRA - in relation to action IV only (exchanges in vocational and technical education) . Language training in firms will be a useful accompaniment to programmes such as COMETT, EUROTECNET, FORCE. MEDIA programme link.	LINGUA OFFICE

PROGRAMME	LEGAL BASIS	BUDGET + COMITOLGY	LENGTH.	PUBLIC CONCERNED	TYPE OF ACTION	LINKS WITH OTHER PROGRAMMES	TECHNICAL ASSISTANCE OFFICE
TEMPUS	Article 235	20 M ECU 1990  TEMPUS Committee (part advisory, part management)	1990-94	University staff, students & teachers, personnel from industry, young people. EC & Central & Eastern Europe	University cooperation & student mobility. University/Industry cooperation. Exchanges of young people.	Separate programme for Central & Eastern Europe (links with ERASMUS, COMETT, LINGUA and to a small extent with Youth for Europe.	TEMPUS OFFICE
Exchange of young workers	Art. 50 Art. 235	5.5 M ECU (1990)  No statutory Committee, meetings of national policy coordinators	1985-91	Young workers or job seekers of 18-28 years	Exchanges for short or long periods in another Member State for training and work experience	As an exchange programme covers the same population essentially as Youth for Europe. In so far as the training element is concerned, links with PETRA, particularly if it expands into exchanges of young people in training. Young workers in firms could benefit from training for technological change (EUROTECNET) Relationship with structural funds.	ECYEB European Community Youth Exchange Bureau
Youth for Europe	Article 235	17.5 M ECU  Youth for Europe Advisory Committee	1989-91	Young people (outside educational structures) aged 15-25	Youth exchanges bi- or multi-lateral to another Member State (minimum 1 week)	Out of school exchanges, same age group essentially as exchange of young workers and PETRA (also potentially ERASMUS/COMETT/LINGUA) but a very different form.	ECYEB European Community Youth Exchange Bureau

PROGRAMME	LEGAL BASIS	BUDGET + COMMITOLOGY	LENGTH	PUBLIC CONCERNED	TYPE OF ACTION	LINKS WITH OTHER PROGRAMMES	TECHNICAL ASSISTANCE OFFICE
PETRA	Article 12B	9 M ECU (1990)  No statutory committee meetings of national policy coordinators & ad hoc youth group	1989-92	Young people in vocational training following their compulsory education. Social partners.	Transnational Partnerships of Training Initiatives. Assistance to young people's projects. Cooperation on research on youth training.	Link with exchange of young workers which have a training function. Link EUROTECNET is so far as it covers some initial training of young people for technological change. Link ERASMUS/COMETT is so far as it concerns young people in post-secondary training (at a lower level). Link LINGUA for action 4 on language training (see above on Lingua). Link with structural policies. Potential link with IRIS, for young women in training.	PETRA Technical Support Unit IFAPLAN & ITS
EUROTECNET II	Article 12B	7.5 M ECU (21.5 ESF) (3 yrs budget)  EUROTECNET Advisory Committee	1990-94	Trainers, young people & adults in training for technological change (employed & unemployed). Social partners.	Networking of innovative training projects. Research & analytic work.	Link with PETRA in so far as young people are concerned. Link with FORCE for training of adults in firms. Link with COMETT in that it concerns training for technological change, but not advanced level (more skilled workers). Link with structural policies. Link IRIS - vocational training of women (access to non-traditional courses)	Technical Assistance Unit EUROTECNET

PROGRAMME	LEGAL BASIS	BUDGET + COMITOLGY	LENGTH	PUBLIC CONCERNED	TYPE OF ACTION	LINKS WITH OTHER PROGRAMMES	TECHNICAL ASSISTANCE OFFICE
FORCE	Article 128	24 MECU (1991-1992) (61 MECU ESF) FORCE Advisory Committee	1991-1994	Workers in continuing training in firms, training organisations Social partners	Innovative partnerships in continuing vocational training. Support for innovation through transnational partnerships & exchange. Analysis & surveys	EUROTECNET, in so far as workers in continuing vocational training in firms is concerned. Link with structural policies. IRIS - vocational training for women, in so far as workers in continuing vocational training in firms is concerned.	(Tender to be launched)

**Description of programme objectives  
adopted for the Decisions**

- LINGUA (see Art. 4 of the Decision of 28 July 1989)  
The principal objective shall be to promote a quantitative and qualitative improvement in foreign language competence with a view to developing communications skills within the Community.
- PETRA (see Art. 1 of the Decision of 1 December 1987)  
The objective is to ensure, for all young people in the Community who so wish, one, or if possible two or more years' vocational training in addition to their full-time compulsory education.
- ERASMUS (see Art. 2 of the Decision of 15 June 1987)  
The principal objectives are :  
- to increase the number of students spending an integrated period of study in another Member State ;  
- to promote cooperation between universities in all Member States ;  
- to increase the mobility of teaching staff, thereby improving the quality of the education and training provided.
- COMETT (see Art. 3 of the Decision of 16 December 1988)  
The objective is to reinforce training in, in particular, advanced technology, the development of highly skilled human resources and thereby the competitiveness of European industry.
- EUROTECNET (see Art. 2 of the Decision of 18 December 1989)  
The objective shall be to promote innovation in the fields of basic and also of continuing vocational training with a view to taking account of current and future technological changes and their impact on employment, work and necessary qualifications and skills.
- FORCE (see Art. 2 of the Commission's proposal for a Decision)  
The objectives are :  
- to encourage greater investment in continuing vocational training and an improved return from it ;  
- to support innovations in training management, training methods and facilities ;  
- to promote the strategic planning and design of training measures ;  
- to contribute to a greater effectiveness of training mechanisms
- TEMPUS (see Art. 4 of the Decision of 7 May 1990)  
The main objectives are :  
- to facilitate the coordination of assistance and to contribute to the improvement of training in the countries of Central and Eastern Europe, particularly for university students and teachers, through exchange and mobility  
- to increase opportunities for the teaching and learning of Community languages.

Objectives	Current Programmes	Coordination of Committee Structure	Rationalisation of Programmes
<p><u>Objective 1 :</u> Initial vocational education &amp; training of young people</p>	<ul style="list-style-type: none"> <li>* PETRA (current programme runs until end 1992)</li> <li>* Exchange of young workers (current programmes runs until end 1991)</li> </ul>	<p>Existing PETRA advisory group of National Policy Coordinators to be adapted take over responsibility for exchange of young workers, youth trainees and related activities. Formal proposal required.</p>	<p>Proposal to be issued by end 1990 at the latest within a consolidated PETRA programme, including exchanges of young workers and linked into a Community Initiative on new skills and new qualifications</p>
<p><u>Objective 2 :</u> Higher education and advanced training</p>	<ul style="list-style-type: none"> <li>* COMETT (1990-1994)</li> <li>* ERASMUS (current phase 1990-1994)</li> <li>* TEMPUS (1990-1995 including 3 year pilot phase)</li> </ul>	<p>A formal proposal required to regroup the Committees currently involved in these programmes, with effect from 1991</p>	<p>With respect to rationalisation of programmes, proposals will be presented by 1993 at the latest with respect to possible merger of part or all of programmes for the future</p> <p>TEMPUS, with a 3 year pilot phase, requires an evaluation phase &amp; possible adaptations by end 1992. The special nature of this programme, as a companion to COMETT, ERASMUS and LINGUA for Central and Eastern Europe, requires special treatment</p>

Objectives	Current Programmes	Coordination of Committee Structure	Rationalisation of Programmes
<p><u>Objective 3</u> : Continuing education and training</p>	<ul style="list-style-type: none"> <li>* FORCE (1990-1994)</li> <li>* EUROTECNET (1990-1994)</li> <li>* IRIS (action envisaged to 1992)</li> <li>* other actions linked to SMEs and adult education (not specifically "programmes")</li> </ul>	<p>Proposal for a single, combined Committee to be presented by the Commission in 1990</p>	<p>The possible merger of the different programmes and related projects will be considered in 1993/4.</p>
<p><u>Objective 4</u> : Teaching of foreign languages</p>	<p>LINGUA (1990-1994)</p>	<p>Organised links with other Committees to be formulated during 1991.</p>	<p>An extension of the LINGUA programme would require proposals in 1993. At this stage, consideration may be given to the desirability of a merger with other programmes.</p>



Objectives	Current Programmes	Coordination of Committee Structure	Rationalisation of Programmes
<u>Objective 5 :</u> Cooperation with third countries	<ul style="list-style-type: none"> <li>* COMETT II/EFTA (1990-1994)</li> <li>* TEMPUS (1990-1995) for Central &amp; Eastern Europe</li> <li>* European Training Foundation</li> </ul>		<ul style="list-style-type: none"> <li>- Proposal to negotiate EFTA participation in ERASMUS during 1990</li> <li>- On-going dialogue with Third countries to be reviewed by the end of 1990, and annually thereafter.</li> </ul>

Objectives	Current Programmes	Coordination of Committee Structure	Rationalisation of Programmes
N.B. : Youth exchanges (outside educational structures)	<ul style="list-style-type: none"> <li>* Youth for Europe (current programme runs to 1992)</li> </ul>	Youth for Europe Committee structure to be reviewed in the context of new proposals in 1990	Proposals to be issued in 1990 for a second phase of Youth for Europe & for other youth initiatives.