



SOCIAL EUROPE SUPPLEMENT

EDUCATION
VOCATIONAL TRAINING
AND YOUTH POLICY

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Editorial

INTRODUCING SOCIAL EUROPE SUPPLEMENT EDUCATION, VOCATIONAL TRAINING AND YOUTH POLICY

You have in your hands the second experimental edition of a bulletin produced by the Directorate for Education, Vocational Training and Youth Policy with the assistance of the EURYDICE Unit of the Commission.

This is designed to serve as a specialised supplement to the new Review «Social Europe» produced by the Directorate General for Employment, Social Affairs and Education of the European Commission.

Its purpose is to give those interested in Community affairs a picture of more detailed developments in the fields of Education, Vocational Training and Youth Policy, with particular reference to the Commission's programme of activities. It is hoped in this way to seed further articles in the magazines of the Press and Information Offices of the Commission and in the specialized press more generally and in this way increase public awareness of Community activities in these fields.

For educational cooperation, information will be provided on actions carried out in liaison with the Education Committee. So far as vocational training is concerned, the information given complements the various publications of the European Centre for Vocational Training, CEDEFOP, in particular its regular Bulletin.

The supplement will appear at least three times a year and from time to time special numbers will be issued either on particular themes or to mark particular events, such as a meeting of the Education Ministers.

The list of people to whom we have sent copies is for the present quite short; this is due to the experimental character of this edition.

We thank readers who sent us their comments on the first experimental issue and shall again be pleased to hear from readers, either with suggestions or with request for further information on particular items.

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WAYS OF WORKING

The Commission is developing the Education Action Programme in liaison with the Education Committee* of the Community. In working in the field of vocational training the Commission is advised by the Advisory Committee on Vocational Training**.

The Education Committee

Main issues on the agenda of the Education Committee for the first half of 1983 under the Presidency of the Federal Republic of Germany have been determined by the need to prepare for the Meetings of Education and Labour Ministers on June 2 and 3.

* The Education Committee was established by the Resolution of the Council and Ministers of Education adopted on February 9, 1976. Its mandate is to coordinate and have oversight of the implementation of the Action Programme for educational cooperation established by the same resolution. It consists of representative delegations of the governments of the ten Member States of the European Community and of the Commission, and its chairman comes from the country holding the Office of President of the Council. It prepares the proceedings of the Council and of the Ministers of Education meeting within the Council. The Education Committee meets about once a month.

The Advisory Committee on Vocational Training

Issues considered at the last meeting on January 18-19.1983.

- Vocational Training of Migrant Workers and Adult Members of their Families.
- Comparability of Vocational Training Qualifications.
- Progress of Young Workers's Exchange programme.

Issues to be considered at the next meeting which is scheduled for September 19-20, 1983 are:

- The results of the various Council meetings to be held in early summer.
- The implementation of the main proposals in the field of vocational training.
- Discussion of a Commission paper on vocational training of the disabled.
- Progress of work on vocational training of migrant workers and their families.

** The Advisory Committee for Vocational Training, set up under the Council Decision of 2 April 1963 laying down general principles for implementing a common vocational training policy, is a tripartite committee made up of ninety representatives of governments, employers' organizations and trade unions of the Member States. Its role is to advise the Commission on all aspects of vocational training policy. This Committee meets two to three times a year.

JUNE 1983 MEETINGS OF MINISTERS OF EDUCATION AND LABOUR

Much of the work of the Commission in liaison with the Education Committee has been concerned with the preparation for the 1983 meeting of the Council and Ministers of Education, and the first joint Council meeting between the Ministers of Labour and Social Affairs, and the Ministers of Education.

The meeting of the Council and Ministers of Education took place in Luxembourg on 2 June 1983. The items for this session were:

1. Introductory remarks by the Presidency.
2. Draft resolution on measures relating to the introduction of new information technology in education.
3. Report on the mobility of students within the European Community – cooperation between institutions of higher education and the academic recognition of diplomas and periods of study.
4. Progress report by the Commission on observations and conclusions drawn from the experimental projects relating to the education of migrant workers' children which have been running since 1977.
5. Exchange of views on problems of employment of teachers in the context of demographic changes.
6. Response to the resolution of the European Parliament of 11 March 1982 on a Community programme in the field of education.

On 3 June, a first joint meeting of Education and Labour Ministers was held in Council. The draft agenda was:

1. Mutual information on the conclusions of relevant items on the agenda of the two Council sessions of 2 June 1983.
2. Draft resolution concerning vocational training policies in the Community in the 1980's.
3. Transition of young people from education to adult and working life.
4. Statement by the Commission on the future role of the European Community in regard to exchanges of young people.
5. Progress report by the Commission on FAST 1 (Forecasting and Assessment in the Field of Science and Technology) insofar as it relates to employment and training, and lines of research for the future.

With reference to the development of vocational training policies for the 80's, the Ministers focussed in particular on the policies to be established for young people in the context of high unemployment throughout the Community, and on the social guarantee (a right of access to vocational training and work experience) which the Commission has proposed for all young people, in response to the mandate given by the European Council to bring forward proposals in this field.

Dealing with the 3. point of the agenda, the joint Council received the final report of the results of the first programme of pilot projects concerning the transition of young people from school to adult and working life. They were also in position to note the arrangements made by the Education Committee for the launching of a second series of 30 experimental projects which will start at the beginning of the school year 1983-84. **Details on all the decisions taken by the Ministers will be fully dealt with in the next issue.**

FACING THE TRAINING CHALLENGES OF THE 80s

In October 1982 the Commission submitted to the Council its Communication on «Vocational training policies in the European Communities in the 1980's». The Communication, which includes a broadly based draft Resolution on training strategy has been welcomed by the Parliament and the Economic and Social Committee and processed by the Council in preparation for the discussion by the Ministers of Education and Labour on June 3.

The Commission's proposals are wide-ranging and detailed. This is because the one certainty about the world we are entering now is that it will be very different from the one in which present generations grew up and grew old. Nobody, however sophisticated his or her economic or social analysis, can predict how it will be different. Looking back even 10 or 20 years,

we can see the rapid emergence of wholly new products, processes, industries and jobs, and the even more rapid disappearance of long-established firms and occupations. New and powerful competitors have appeared on the international scene to challenge the Community's technological and commercial eminence. All these considerations point to the need for a well-trained workforce, without which the prospects for renewed growth, prosperity and employment would be diminished. Thus the Communication on vocational training policies form part – and a vital part – of the Commission's overall strategy for meeting the complex economic and social challenges of the 1980s.

The backbone of the Communication, and the associated Resolution, is the proposal for a «social guarantee». To quote the Communication, «by a given

target date, for instance within a period of five years, all young people who so wish should have unconditional access to:

- a) a full-time programme of social and vocational preparation for working life during an initial one-year period immediately after the end of compulsory schooling, and;
- b) an entitlement to the equivalent of a further one-year period of vocational training to be used on a full-time or part-time basis before reaching the age of 25».

Today's young people – tomorrow's workforce – need to be creative, flexible and adaptable. They need to enter working life with a solid foundation of vocational and social skills. They need help in choosing between different career paths, or alternative educational and training opportunities. And they need continuing access to training throughout their working lives, so that they can adapt positively to commercial or technological changes. These are the needs to which the Commission's proposals seek to respond.

The first year of the «guarantee» is envisaged as a foundation year, in which young people can acquire some broad social skills and some basic vocational skills, and sample one or two areas of work. This will also be an opportunity for remedial education for those who need it.

The second year, which might be taken immediately after the first year or rather later, will normally be more advanced training, more job-specific.

Of course, training of this type however good it is, does not guarantee young people a job. But it will improve young people's job prospects, help develop personal qualities, increase self confidence and provide some record of achievement.

But the Commission does not believe that training needs are confined to young people. Many adult workers lack basic skills, such as literacy. Such people run much higher risks of becoming unemployed, and once unemployed they tend to stay unemployed longer. Even the most highly trained specialists can become unemployed if their employer goes out of business: advanced retraining programmes for adults are therefore essential. Women – over half the population – face enormous barriers – usually informal but nonetheless often impenetrable – in gaining access to training. That is a waste of human capital, which we cannot afford. Finally, there is increasing interest in the Communities in the idea that training can help create jobs, for example by transforming someone's hobby or a local craft tradition into a marketable product generating paid employment.

All these themes find their place in the Commission's proposals. Thus the Commission calls for a «substantial investment» by Member States in the training of women, and proposes a programme of technical assistance to Member States «for the evaluation and planning of training provisions with a particular focus on those regions, especially in rural areas, where the training infra-structure is weakened by the lack of industrial development».

COMMISSION TO REPORT ON PROGRESS IN LINKED WORK AND TRAINING: ALTERNANCE

Much progress has been achieved in recent years as a number of Member States have taken steps to improve traditional apprenticeship. There have been widespread efforts to enrich the school curriculum and increase its vocational relevance, for example by building work experience components into the school timetable. Perhaps most spectacular, however, has been the expansion of programmes linking work and training for the young unemployed.

The Community has supported these developments in a variety of ways. A series of demonstration projects has been financed by the European Social Fund. The Commission organised an exchange of national experts in linked work and training. And the European Centre for the Development of Vocational Training (CEDEFOP) has offered technical support.

On 18 December 1979 the Council of Ministers passed a Resolution concerning linked work and training programmes for young people. The Commission has recently been reviewing these programmes, both within the Member States and at Community level, in readiness for the presentation of a report to the Council.

By «linked work and training» is meant programmes which combine – in a systematic way – both on-the-job training and work experience, and off-the-job education and training. The Council's Resolution recommended the approach as a means of assisting young people to make the transition from school to adult and working life, and to help the development of vocational training which would «increase the chances of young people finding employment».

It is always difficult to estimate the impact of a specific Community initiative at a time of such great and rapid economic and social change. However, in presenting its report to the Council later this year on the implementation of the Resolution of 18 December 1979, the Commission can point to significant progress at a time of great difficulty. Linked work and training was never seen simply as an approach to reducing youth unemployment but also – indeed primarily – as a means of improving the transition of all young people from school to adult and working life. Perhaps the major contribution of the Council's Resolution has been to maintain the commitment to this long-term structural objective at a time when the immediate

problem of youth unemployment has demanded so much attention.

Though much has been achieved, much remains to be done. Far too many of the Community's people still do not have adequate training. At present around 40% of young people, it is estimated, leave school without any real opportunity of access to training or further education. Because of the recession, employers

are even less able to invest in recruiting and training young people, and the public authorities cannot easily increase their own expenditure.

Last but not least, the problem of youth unemployment remains, and indeed it is worse now than it was in 1979. These considerations have led the Commission to prepare fresh proposals to the Council on youth employment and training measures.

THE ROME SEMINAR

A seminar on «the development of human resources in predominantly rural mediterranean regions», organised by the Commission in cooperation with the Istituto per lo Sviluppo della Formazione Professionale dei Lavoratori (ISFOL), was held in Rome, from 23 to 25 March 1983.

The aim of the seminar was twofold:

- to analyse the specific training needs of predominantly rural regions, with respect to their present economic structure and to their likely pattern of development,
- and to put forward policy proposals on training structures and methods to be encouraged and developed at national, regional and Community level.

The initiative concerned the three mediterranean member countries of the Community (France, Italy, Greece) and the two applicant countries (Spain and Portugal).

A number of background studies were prepared, some on the general training problems at macro-level in the countries concerned (Spain, Greece, France), and some on specific case studies at regional level (Basilicata and Calabria in Italy, the North-East region in Portugal).

On the basis of these studies a typology of mediterranean regions was drawn up which guided the discussion on specific training needs for the agricultural and the industrial sectors.

The seminar was attended by about a hundred participants, from different professional backgrounds: academic experts and researchers, trainers and organisers from vocational training centres, governmental and regional officials, as well as Community officials from different services.

In the course of the discussion, two main issues emerged as central to the problem: the first is the reorganisation of existing training structures in order to make them more appropriate to a development process which will be increasingly based on local resources. In the absence of a sizeable labour demand external to the regions, local markets have to create their own adjustment structures, including training provisions, according to their development objectives. This brings about in most cases the need for a closer coordination among authorities and agencies providing training at different levels.

The second issue is training for development i.e. new forms of training centred around specific projects. A number of interesting experiences were presented at the seminar, as examples of what can be done in order to put into motion a self-sustained integrated development process, which is economic, as well as social and cultural, and often involves entire local communities.

A final report, summarizing the main findings of the studies and the discussion and political conclusions of the seminar, will be issued jointly by the Commission and ISFOL.

NEW COMMUNITY PROGRAMME OF PILOT PROJECTS ON TRANSITION OF YOUNG PEOPLE FROM EDUCATION TO ADULT AND WORKING LIFE

The idea of a new programme on transition of young people from education to adult working life was generated in the final phase of the 1st programme. Two developments were of particular importance:

On the one hand there was unprecedented rise in youth unemployment in all Member States of the

European Community and on the other, the many encouraging findings of the first programme called for further action.

In this midst of growing unemployment, it is encouraging to see that a number of measures being taken are making school education more relevant to

the young, and thus reducing the number of those who either reject school and education or achieve little in school.

Furthermore, in the wake of growing youth unemployment it became also clear that the problem of transition should no longer be linked exclusively to the educationally disadvantaged. Evidence now suggests that a much wider range of young people experience severe problems in their transition to adult and working life.

In liaison with the Education Committee the Commission developed a conceptual framework for a new programme at the end of 1981. The results of this reflexion were summarized in the Education Committee's report «Education and training in the context of the employment situation of the European Communities».

In this report the Education Committee identified six priority topics for future action, taking as a point of departure the experience of the first action programme, that the effect of the various encouraging partial approaches could be considerably reinforced if the educational potential at the local level could be pooled in a comprehensive district action: involve the whole local Community in the education of the young and make more use of that Community as a major learning resource.

The six priority themes formed the basis for the resolution of the Council and the Ministers of Education meeting within the Council on 12 July 1982 to launch a new 3 year programme of pilot projects to assist national policy in each Member State; they are as follows:

- (i) the use of the out-of-school environment as a learning resource enabling both young people and teachers to gain experience of the world of work, to develop understanding of the mechanisms of society, and to practice skills relating to living or which are of a social nature;
- (ii) the involvement of adults, including parents, employers and trade unionists in activities taking place within the school in order to increase understanding about the role of education institutions and to support schools in their task of preparing young people for adult life. Further, there should be a continuous dialogue with a range of social groups, including parents and the social partners, about the role of schools in enabling young people to gain the basic understanding, knowledge and skills they will need for adult life;
- (iii) the coordinated provision of information and guidance about post-school opportunities for young people, and the development of systematic guidance for young people in the 14-18 age group on future career options as well as on further education and training opportunities;
- (iv) the development of practical cooperation between education authorities and employment and social agencies and with other bodies active in this field, in order to provide direct work experience, simulated work experience with help from industry, work experience in the local community;

and the general use of the local environment as a learning resource;

- (v) the development of systems of certification or credit units flexible enough to make possible the assessment of the variety of learning experience considered important for the period of transition, including experience gained in an out-of-school environment, whether formally or informally;
- (vi) the development of continuous in-service training and personnel policies designed to enable teaching staff to adjust, individually and collectively, to the new demands made.

The objective is now to make the results of the first programme available to be used as a practical contribution for the implementation of the new programme.

The new programme will consist of 30 pilot projects. They will focus principally on the need to improve cooperation between schools and all other services in the local Community with a view to stimulating a broader form of social and vocational preparation of young people for adult life, and offering them a chance to play a part in the development of their society.

A Community wide infrastructure for interaction and exchange between all concerned with the programme, as well as to link the programme with other projects working in the same field will be established.

The focal point of this «infrastructure» will be assured by the National Policy Coordinators within each Member State, and the Commission, assisted by a team of experts at Community level.

The National Policy Coordinators and the Commission have developed guidelines for the implementation of the programme, which have been agreed with the Education Committee. The tasks of the Commission, assisted by its support team and the EURYDICE network, are:

- to ensure the implementation and management of the programme at Community level;
- to provide facilities for effective interaction and exchange between projects;
- to provide advice and technical assistance to individual projects as may be necessary;
- to produce progress, interim and final reports on the programme as a whole, and on specific issues/themes of general interest as appropriate, including an overall appreciation at programme level;
- to organise the flow of information within the programme and to a wider audience, about the various actions taken, and to provide for Community wide, systematic dissemination of results of the programme.

Continuous reporting will be an essential task of a group of thematic reporters within the Commission's support team who will analyse and synthesize all important developments concerning the six priority topics and other important issues. In this context special attention will also be paid to

develop opportunities for girls during their transition to adult life. Not only will written materials be developed and disseminated to specific groups and audiences, but also a number of meetings, workshops, conferences and inter-project visits will be organized, to stimulate a Community-wide dialogue and learning exchange.

The objective is that all 30 projects become operational at the beginning of the 1983-84 academic year.

The plans for the new programme together with the reports outlining the lessons learned from the first were discussed by the Ministers of Education and Labour at their first joint Council meeting on June 3.

COMMISSION ENCOURAGES EXCHANGES OF EXPERIENCE BETWEEN RESIDENTIAL CENTRES FOR ADULT EDUCATION

The first European Community programme promoting the continuing education and training of adults, in particular through the development of cooperative programmes involving residential centres for adult education and training, was successfully launched in 1982 by the Commission.

Grants for 13 cooperative programmes were allocated by the Commission to experimental projects centered around the following three themes:

- training measures aimed at adapting the qualifications of workers threatened with unemployment, and at ensuring the social reintegration of long term unemployed adults;
- basic adult education, including literacy and numeracy, with a particular emphasis on experience involving the use of multimedia or distance education methods in local communities;
- education and training measures which contribute to the regeneration of disadvantaged areas, urban or rural, linked to integrated programmes of socio-economic development.

The purpose of these programmes is to encourage the exchange of information and experience through multilateral workshops and associated study visits, to take place preferably in the areas where the projects are being carried out. In addition to the identification and discussions of common problems, it is envisaged that such multilateral meetings will also promote among the participants greater mutual understanding and a better appreciation of developments in these areas of continuing education and training within the European Community.

In the context of these activities 13 seminars, taking place from October 1982 to July 1983, are being supported by the Commission.

Seminars have taken place in Denmark, Belgium, the Federal Republic of Germany and the UK.

Future seminars are to be held as follows:

Date	Member State Hosting Seminars	Theme	Organizing Institutions
18-26.6.83	FRANCE	Training measures for the improvement of qualifications of workers threatened with unemployment, and to ensure the re-integration of long-term unemployed	Volkshochschule des Kreises Hersfeld-Rotenburg (D)
12-16.6.83	FED. REP. OF GERMANY	Education and training measures which contribute to the development of disadvantaged rural areas	Deutsche Landjugend Akademie Fredeburg (D)
20-24.6.83	U.K. (Wales)	Community development policies and practices employed in relation to economic development	U.K. Committee of European Community Development Exchange London
26.6-1.7.1983	U.K. (Scotland)	Basic education for adults: Learning for development	European Bureau of Adult Education Amersfoort (NL)

Date	Member State Hosting Seminars	Theme	Organizing Institutions
30.5-4.6.83	U.K. (Scotland)	Education and training measures contributing to the regeneration of disadvantaged rural areas	Arkleton Trust, U.K.
July 1983	U.K.	Economic and cultural regeneration of disadvantaged areas	Adult Education Center of the City of Waterford Vocational Education Committee Ireland
4-8.7.1983	U.K.	Education and training measures contributing to the regeneration of disadvantaged areas	Debden Residential Centre of the London Borough of Newham

UNICE SEMINAR: TRANSITION FROM SCHOOL TO WORKING LIFE

The aim of the Seminar organized by UNICE (Union of Industries of the European Community) on 10-11 March 1983 was to facilitate the exchange of information, experience and ideas between employers' representatives from the various Member States and from different industries, and the Commission.

The Director for Education, Vocational Training and Youth Policy at the Commission gave the keynote speech on «Youth policy at Community level» which stressed the importance of actively involving employers in the preparation of young people for working life.

Other speakers covered the transition from school to work in Germany and in France; the Community's «transition» and «linked work and training» activities; and the work of the European Centre for the Development of Vocational Training (CEDEFOP).

The seminar was well attended by representatives of employers' organisations in the Member States and the various European employers' federations. The objective was fully realised and the second day in particular was characterised by a lively and informed debate. It is of course for UNICE to consider the next steps, but from the Commission's viewpoint the occasion was an encouraging reminder that employers do take a deep interest in the employment and training of people, including those whom they cannot themselves employ.

YOUTH FORUM FOCUSES ON UNEMPLOYMENT AND TRAINING POLICIES FOR YOUNG PEOPLE

The Youth Forum of the European Communities which was set up by the Commission in November 1978 to act as a political platform for youth organisations in relation to the institutions of the European Communities, has decided to concentrate its strategy for 1983 on a limited number of issues, including youth unemployment, the European elections in 1984, and relations between the Community and the African – Caribbean – Pacific (ACP) countries. As in 1982, the major focus for the Forum's attention will be youth unemployment.

During the fifth General Assembly of the Forum (24-27 February) opened by Mr. P. Dankert, President of

the European Parliament and Mr. D. Grennan, representative of Mr. I. Richard, the European Commissioner responsible for Youth Policy, the themes for the Forum's work on youth unemployment in 1983 were discussed. The session was addressed by two Members of the Parliament, Mme. Salisch and Mr. Brok, both of whom had prepared reports on youth unemployment for the European Parliament. Two major conclusions were reached.

Firstly, it was decided to recommend to the plenary session of the Forum that, in the light of the impact of the special «hearing» on youth unemployment organised by the Parliament in November 1982, the

Forum should organise a «lobby» on youth unemployment at the Parliament's special session on unemployment on 27-28 April 1983.

Secondly, it was recommended that a special Forum Working Group on youth unemployment be established which would examine the following issues:

- a) the bureaucratic obstacles which hinder young people when they take personal initiatives;
- b) the income level of both employed and unemployed young people in the Community;
- c) initiatives taken or planned by young people who want to create their own jobs or alternative employment possibilities (eg. co-operatives);
- d) the reduction of working time, with special reference to job creation for young people. A conference, in co-operation with the social partners, is envisaged;
- e) proposals from the Parliament and Commission concerning voluntary work;

- f) the importance of the European Social Fund for youth training and job creation;
- g) the practical scope for using vocational training to help particularly disadvantaged groups such as the illiterate, the disabled, and migrants.

During the deliberations, the Commission's work was endorsed by the General Assembly as the basis for the Forum's work in this field in 1983. As the Forum emphasized its wish to continue to work closely with the Commission – and not least Directorate General V which is responsible for Employment, Social Affairs and Education – in fulfilling its objectives, we can expect considerable contact with the Forum in the coming months.

Finally, in the Presidential election, Mr. Octavio Lavaggi, an Italian member of the Liberal youth movement was elected President of the Forum for the next two years.

YOUTH INFORMATION PROJECTS (YIP): THE YOUNG SCOT

During the 1981-82 school year the Commission of the European Communities contributed to a highly successful youth information project implemented by the Scottish Community Education Centre in Edinburgh. A comprehensive information booklet, the «Young Scot» was written and distributed to all 16 year old school leavers in Scotland. The development of this booklet involved active co-operation of young people and a wide range of agencies and services.

Based on this specific experience the Commission has now encouraged and financed three youth information initiatives for young people jointly conceived by promoters in three different Member States: United Kingdom, Denmark and Italy:

- further development of the «Young Scot» information booklet, following its successful publication in 1981 and the promotion of a «Youth enquiry service» (YES) as part of a multimedia package which will promote information for young people in all of Scotland;
- the production of an information brochure «Young Dane» for all young people in the 9th class in the Folkeskole in Denmark;
- the production of a guide for young people in the first two years of post-compulsory secondary education (16-18 Age group) in the three Italian provinces of Rome, Modena and Trento.

Regular information exchange between these three projects will be organised.

The new schemes will contribute to the joint development of practical youth information projects in the three Member States, and to the elaboration of guidelines for further similar action elsewhere in the European Community. The results of the schemes will form part of the comprehensive dissemination programme of the Community network of pilot projects on transition of young people from education to adult and working life.

The Commission hopes to contribute to making available guidance, counseling and information to all young people. A large number of disadvantaged adolescents never have contact with specialised agencies: they feel threatened by the formal and institutional appearance of traditional services, and too often avoid them.

The challenge is for the total range of institutions and agencies dealing with young people inside and outside the educational services, traditional and innovative, to pool their potential in providing information, advice and guidance in a way that is both coherent and yet easily available. «Young Scot» is intended to do just that.

EUROPEAN COMMUNITY COOPERATION BETWEEN PARENTS' ASSOCIATIONS

Although the state of parent-school relations varies widely from country to country, in some countries parents having a statutory right to representation on school boards, while in others the concept of parental involvement in education barely exists, the basic problems are the same: how to break down the barriers that exist between the school and the family. These barriers are no longer physical – we no longer see signs at school gates reading: «Parents leave their children here». But barriers of attitude still exist, both among teachers and among parents: teachers may feel threatened, parents may feel uncomfortable coming into unfamiliar surroundings, and unwilling to act as an equal with teachers who often appear superior. Since the success of parent-school relations is based on cooperation and mutual respect, it is important that these barriers of attitude should be overcome.

So concluded the Commission sponsored Conference in Luxembourg on 23-25 March entitled: «The School and the Family in the European Community».

The Conference was based on a study of parent-school relations, called «The Child Between», drawn up by a team at Glasgow University, headed by Dr. Alistair Macbeth. This study will be published by the Commission later in the year.

The Conference was particularly important in that it brought together, for the first time, a wide range of bodies active in the parent-school area. Clearly, the family and family attitudes play a very large part in determining performance in school; but although there has been much educational research on the school side of pupil performance, and although there is international exchange of experience at teacher level (through, for example, the European Teacher Trade Union Committee for Education), parent-school relations have up to now been somewhat neglected.

The Commission's aims in commissioning the study and holding the Conference were: first, to broaden the dialogue between the school systems at European

level, by including parents; and secondly, to give parent-school organizations from different countries a chance to meet and exchange information, and to see how other people faced common problems.

There were about 100 participants in the Conference, of whom the majority were from parent-school and family organizations. The others came from a wide range of bodies interested in education, as well as from Ministries of Education.

After the end of the formal Conference, the Commission provided interpreters, conference rooms, hotel, etc. so that the parent organizations could have a day's private meeting among themselves. This meeting started with a discussion of the differences between parent organizations and family. While the family organizations are interested in all aspects of the family ones (e.g., housing, consumer, social security, as well as education) the parent organizations are interested in the specific aspect of education, and their energies are concentrated in this narrow band.

After this discussion the meeting received a report from a working group which recommended cooperation at a practical level.

Areas to be covered include:

- arrangements for the development and organization of parents' associations;
- mutual participation of parents and teachers in education;
- the training of teachers;
- school organization.

A coordinating group was established for these joint activities, for which the European Centre for Work and Society (Hoogbrugstraat 43, NL-6221 CP Maastricht) will provide an interim secretariat.

TEACHING THE HISTORY OF EUROPE: ROME CONFERENCE

Since November 1981 an international group of historians, working in collaboration with the Italian Historical Institute (Istituto storico italiano per l'età moderna e contemporanea), has been preparing a major Conference on the teaching of European History at all levels of education, from secondary school to University. The Conference took place in Rome from 3-7 May, 1983. The organizing Committee included historians from Austria, France and Italy, and the Conference is being held with the support of the European Commission and the European Parliament.

This Conference, and the work behind it, had the difficult task of moving towards a genuinely European view of history – a view purged of the nationalism and political bias which consciously or unconsciously, affect our views of each other. The 18 major contributions to the Conference came from all Member States of the Community, as well as from Spain, Portugal and Switzerland; their subjects ranged from «the heritage of Antiquity» through «the formation of the countryside in Western Europe», «State Language and the creation of nationalities», to «Elites and

Ideologies in Europe in the 18th-20th Centuries», a wide and fascinating range.

There exist already in the different Member States, associations of historians, sometimes grouped on the different aspects of the discipline (e.g. social historians, economic historians). However, there is not – yet – any meeting point for these different associations: there is no regular means of exchanging views and research in a way that could contribute towards the creation of a genuinely European history lacking national bias.

The organizers of this Conference are thinking in terms of a new Association, working at a European level.

This Association would have a regular publication of its own, and would hold periodic conferences; and these two methods of information exchange would serve not only to ensure the respect of freedom to research and to write, but also that the products of research were really free of nationalist or ideological barriers.

Those interested in the Conference, or the ideas behind it, should contact Professor Armando Saitta, at: l'Istituto Storico Italiana per l'età Moderna e Contemporanea, via Michelangelo Caetani 32, 00186 Roma, Italy.

SCHOOL ADMINISTRATORS STUDY VISIT SCHEME: BETTER PARTICIPANTS' PREPARATION PLANNED:

National Liaison Officials, meeting in Brussels 4 February 1983 called for better pre-information for participants

The Study Visits scheme for local and regional Educational Administrators, and for principals of Establishment catering for the 11-19 age range, was agreed in the Resolution of the Council and Ministers of Education of 9 February 1976.

It provides for the support by the European Community of study visits to the other Member States by local and regional educational administrators. Altogether, 591 administrators have participated up to the present time.

The principal objective of the Scheme is the study of the structure of provision of general and technical education in the host country for the 11-19 age range. The visits are prepared and organised by the hosting services of each Member States, coordinated by the «Pädagogischer Austauschdienst» (P.A.D.) in Bonn.

The P.A.D., established within the Secretariat of the «Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland», is in charge of the general coordination of the programme of visits and also of the day-to-day administration of it in Germany. On the basis of registration of interest forms which are sent to participants, the hosting services, in collaboration with the P.A.D., work out programmes and specify locations for the visits. The P.A.D. is also in charge of confirming nominations and elaborating a synthesis of the visit reports.

The hosting services of the Member States have nominated National Liaison Officers (NLO's), who are in charge of receiving participants, providing them with

information on their visit and briefing them on the programme of visits organised. Some of the hosting services also organise de-briefing meetings after the visits.

The NLO's have also discussed the selection of participants, their linguistic preparation, and the administration and financial arrangements of the scheme.

The Member States have been invited to select the participants for 1983-84 by the end of April 1983. In order to disseminate the existing information and documentation, and to help new participants to prepare for their visits, the Commission is currently examining the best ways to exploit the experience acquired.

THE EDUCATION INFORMATION NETWORK IN THE EUROPEAN COMMUNITY

Comparative monographs

The EURYDICE stock of comparative overviews will be enriched in 1983 by an updating of the «Demographic Trends in the European Community» publication first produced in 1981, and by a monograph on «Public and Private Education in the Member States», which will deal with aspects of the status, structure, administration and financing of the state and non state sections of education systems in the Member States of the European Community.

These simple popular publications are produced by the Commission's EURYDICE Unit using material largely supplied by the National Units and the Community's Statistical Office in Luxembourg.

The topics chosen reflect the interest shown by education policy makers in the European Community when posing questions to their EURYDICE Units as well as the matters particularly engaging the attention of the Education Committee and the Commission.

Publication of these comparative monographs opens the information stored in the Commission's education documentary system to a broader cross-section of the educational community than can have access to the EURYDICE question and answer system at this stage in its development.

Comparative Education Bulletins

Since October 1982, the Commission's EURYDICE Unit has engaged in the systematic production of information bulletins covering the following themes:

- Higher Education.
- The Education of Migrants and their Families.
- The Transition of Young People from School to Adult and Working Life.

These publications have been favourably received and the list will be increased in 1983 by the introduction of a Major Policy Trends bulletin. This will cover education policy news issues that are likely to lead to a major structural change in educational systems; are of importance to the work of the Commission and the Education Committee; and are topics regarded of particular interest to policy makers in the Member States which do not fall easily into the theme areas of the present publications. Topics such as implications for education of developments in the new information technologies, or special measures to assist the education of the disabled, fall into this category.

The bulletins are based on the evaluation of daily newspapers, periodicals, ministerial press releases and other documents flowing through the EURYDICE system, which the Commission's Unit receives and which appear in their original language with short summaries in English or French. A comprehensive précis at the beginning of each issue is given in three languages: English, French and German. It provides an overview of the content of the bulletin and enables the reader quickly to acquire a general picture of Community wide developments in the particular areas covered.

It is intended that over a period of say a year, with several bulletins on each theme available, the reader should be in a position to trace the emergence of education policy issues in the different Member States and follow the sometimes convergent, sometimes divergent, policy responses to problems which are often similar yet set within different structures.

In short it is hoped to contribute to increasing the mutual understanding of the way in which education systems on the Member States really work; and by doing so to promote a closer relationship between them.

STUDIES ON EDUCATION AND THE NEW INFORMATION TECHNOLOGIES

The importance of education and training in the context of the development of a Community strategy in the field of the new information technologies has already been underlined by European Councils in Dublin and Copenhagen in 1979 supported by a joint Council of Ministers of Finance, Economic Affairs and Social Affairs in 1982.

Against this background the Commission sent a

Communication to the Council entitled «Vocational training and the new information technologies» on 3 June 1982, proposing a series of Community initiatives which had been supported by the Standing Committee on Employment in the conclusions of its meeting in November 1981.

In order to prepare for further action, the Commission in 1981 and 1982 launched a number of studies to

establish overviews of developments in the Member States, and to identify problems and needs in the fields of education and vocational training. These comprise:

- **«Education, training and the new information technologies: the establishment of an information base».**
This study, undertaken by the European Cultural Foundation's Institute of Education and Social Affairs, assisted by the Commission's EURYDICE Unit and the National EURYDICE Units, was intended to assemble as much information as possible on what was happening in the Member States. The study was submitted to the Commission in September 1982, is being revised, and a final text will be available later in 1983
- **«Education, training and the new information technologies: a comparative study of selected initiatives in the Member States».**
This study, undertaken by the Association pour le Développement de l'Éducation Permanente (ADEP) in Paris, is completed and available, and examines the strategies applied at local, regional and national levels related to the introduction of the new information technologies in education. The analysis concentrates on France and the United Kingdom, with particular reference to the «Scottish Microelectronics Development Programme» and the «Microelectronics Education Programme» – France.
- **«Education, training and the new information technologies: a feasibility study concerning the organisation of the exchange of information».**
Undertaken by the Council for Educational Technology (UK), the study examines the practical mechanism for an information exchange system between the Member States of the application of new information technologies to education. The final report, available in limited numbers, proposes a number of actions at Community level.
- **«Education and new information technologies: applications for teaching and training the disabled».**
This comparative study, undertaken under the authority of the Danish Ministry of Education,

examines the possibilities of using new forms of information technology to facilitate the integration of handicapped children in education and training programmes. The study is nearly complete.

In 1982 a further two studies were started:

- **«The training needs of small and medium sized enterprises concerning the new information technologies».**
On the basis of case studies in the United Kingdom, France and Italy, the study being undertaken by the Economist Intelligence Unit and the Butler-Cox Foundation will attempt to define the nature of the training needs of small and medium sized enterprises at local and regional levels, taking into account the requirements of the social partners. The final report is expected late in 1983
- **«The new information technologies and their impact on education and training in the peripheral and sparsely populated regions of the Community».**
The Association for Film and Television in the Celtic countries intends to examine the problems of training in the context of the regional development of Scotland, Ireland, Wales and the Atlantic coast of France. Particular attention will be paid to possibilities of training offered by new means of distance communication such as satellites and cable television. The final report is expected later in 1983.

These studies should be seen as providing an integrated context within which a social and cultural Community strategy can be developed for the new technologies which will promote innovation and sharpen the competitive edge of European industry.

They have provided important data for the Commission's work in this area in liaison with the Education Committee, leading to the presentation of the draft Resolution on measures relating to the introduction of new information technologies in education discussed at the meeting of the Council and Ministers of Education on June 2.

INFORMATION TECHNOLOGY IN EDUCATION AND VOCATIONAL TRAINING

On behalf of the Commission the Council of Educational Technology (UK) has just completed a study of **«possible arrangements to support policy makers and decision makers in the exchange of information and experience, the circulation of computer packages, and co-operative research and development».**

Among the numerous recommendations coming out of this study which covered existing arrangements within

the Community, the following are recommended by the authors of the study to be initiated quickly and accommodated within the existing policy framework:

- the planning of a computerized data base covering applications of information technology in education and training, to serve Community-level activities and to be made generally accessible through EURONET-DIANE;

- the development of a specialised thesaurus of indexing terms, using existing instruments whenever possible;
- small scale experiments in the electronic transmission of computer programmes across the Community;
- the experimental use by the Commission of national public videotext services to provide information and a facility for ordering publications.

The results of this study, which has benefited from the assistance of the EURYDICE Network and CEDEFOP are to be used for the planning of future activities at Community level concerning the introduction of new information technologies in education and vocational training.

HIGHER EDUCATION

European Council urges common action on recognition of diplomas

The European Council meeting in Brussels 21-22 March concluded that:

- mutual recognition of diplomas is an important step in creating satisfactory conditions for the exercise of a number of professions;
- the Ministers of Education be invited to speed up their work in order to create the necessary conditions to achieve tangible results in this field;
- there should be an accelerated examination of a number of proposals for directives concerning the right of establishment and freedom to provide services in order to bring this work to a successful conclusion as soon as possible.

A special working party of the Education Committee on academic recognition of diplomas was set up in 1982 on the request of Education Ministers at their meeting in the Council in May of that year.

That working party has reported to the Education Committee which in turn gave its recommendations for action to the Education Ministers at their June 1983 meeting.

Higher Education Cooperation

The encouragement given by European Ministers of Education meeting in May 1982 to the further development of the Joint Study Programmes scheme, notably as an instrument for improving academic recognition arrangements between higher education institutions in different Member States, has set the tone for discussions on the scheme within the Education Committee over the last half year.

For 1982-83 a record number of Joint Study Programme grants have been awarded. Ninety-three grants were made to higher education institutions in the seventh annual batch of such grants. This brings

the total of grants provided under the Joint Study Programme scheme to 467 since the scheme began in 1976-77, involving 269 such joint programmes. 1982-83 is also a bumper year for Short Study Visit grants, with 129 being awarded for the support of study visits by teaching, research and administrative staff in higher education. Over 750 requests were received this year – more than double the previous year's figure.

At its meetings in September 1982 and in February 1983, the Education Committee reviewed the experience so far with the scheme, and the related support of Short Study Visits, and confirmed the general finding that the Joint Study Programme formula has since the start of the 1976 Action Programme proved a flexible instrument for inter-institutional collaboration, and an effective route towards the practical solution of many problems currently encountered in developing greater academic mobility in the Community. A report has been prepared for the Education Ministers' meeting in June 1983, which proposes measures for the quantitative and qualitative enhancement of the two grant schemes, and for the evaluation and dissemination of their results.

With the accent very much enabling the experience of those already involved in joint programme development to be shared with «newcomers» to the scene each year, and to ensuring that the programmes supported by the Commission do not develop in ignorance of each others' successes and problems, work has begun on producing a series of dossiers in selected subject areas, including basic data and a description of each programme supported. These packages are produced in all Community working languages. The first package of this kind, on Teacher Education, has already been completed, and further dossiers on Business Studies and Engineering are in the pipeline. Other information activities of this type are being considered.

Higher Education Cooperation seminars

Although the number of Joint Study Programme and Short Study Visit grants awarded remains at a significant level, the growth rate in grants made is still low in comparison to the rate of increase in applications in the last two years. Part of the reason for intensified interest is the programme of Seminars on the grant schemes. In the most recent period, four such seminars have been held in Belgium (in Gent and Louvain-la-Neuve in October 1982), in the Netherlands (in Rotterdam in December 1982), and in Italy (in Sorrento in February 1983), – and the next in the series is planned to take place in Greece (on Crete in October 1983). These seminars, involving current and potential participants in Joint Study Programmes and Short Study Visits, provide the framework for disseminating key information on the extent and impact of the Commission's grant schemes. This also ensures a regular feedback to the Commission, and the Office for Cooperation which assists the Commission in the management and evaluation of the schemes, on current situations and problems in academic cooperation and mobility in the Community. They equally generate a high level of interest and political participation, with the Italian seminar, for instance, being attended by the Italian Minister of Education. High ranking ministerial officials have attended all the seminars organized so far, which have involved between 40 and 100 participants in each case. In the period ahead, increased attention will be devoted to the organization of subject-oriented seminars, in order that the innovative impact of joint study programme development in particular disciplines may be given as wide a dissemination as possible across the Ten.

Directory of Higher Education Institutions in the European Community

The publication of a sister volume to the Commission's successful «Student Handbook» is scheduled for 1983. With the collaboration of a network of National Correspondents appointed by Education Ministries, the Office for Cooperation in Education has completed on behalf of the Commission the preparation of the text of a Directory of Higher Education Institutions in the European Community, containing names, addresses, telephone and telex numbers, academic subject areas, and student numbers on an estimated 3.000 institutions. The aim has been for as comprehensive a coverage as possible. Readers will find listed for the first time in such a publication a wide range of «non-university sector» institutions, as well as all the types of institutions comprised in the Student Handbook.

It is the intention of the Commission, in this way, to further consolidate the information base on which practical European Community wide cooperation between all types of Higher Education institutions can be developed.

Information about the publication details of the Directory will be given nearer the date of publication.

Teacher Education: a Conference in Crete

The Commission intends to support a conference on teacher education which is to be organized by the University of Crete, under the auspices of the Greek Ministry of Education, and will be held in Crete in October 1983.

The Conference which will be taking place at a time when significant changes in Greek teacher education are under way, aims at bringing together about 80 researchers, policy-makers and practitioners from all Member States to examine critically and comparatively teacher education practices in the European Community and to analyse the various dimensions of the pre-service phase of teacher preparation in particular.

Emphasis will be given to issues associated with the initial preparation of teachers such as recruitment and selection, teaching practice, cooperation between teacher training institutions, schools and teacher organizations and the probationary period of new teachers.

The conference is expected to make a positive contribution to assist the reform of the Greek system at a time when several other Member States are actively reviewing the effectiveness of teacher training.

Study on Teacher Training in the European Community completed

The aim of the completed study «Initial Training qualifications of teachers in Member States of the Community» undertaken by Mr. R. Gwyn of Manchester Polytechnic on behalf of the Commission was to present a factual statement on the initial qualification requirements in the Member States of the European Community for entrants to the teaching profession.

The report consists of four volumes. The first constitutes a general overview and analysis, while the rest deal with the teacher training qualifications in each Member State or Member State region where appropriate. The Dutch speaking and the French speaking parts of Belgium are treated separately, and the same applies to the eleven Länder of Germany; England and Wales; Scotland; and Northern Ireland.

Altogether twenty six systems of teacher qualifications are reported.

The date provided for each one of these systems includes the following:

- The preconditions for training.
- The duration of training.
- The qualification process.
- The training institutions.
- The legal regulations currently in force.

The Commission is currently considering, with its EURYDICE Unit, the best way of keeping this material up to date and of making it available to those who need access to it.

THE EDUCATION OF MIGRANT WORKERS' CHILDREN

Commission to report on implementation of Directive on the education of Migrant workers' children

On the basis of the reports received from each Member State, the Commission is now preparing its report to the Council and to the European Parliament on the progress in putting into effect the Directive on the education of the children of migrant workers.

The Directive, adopted by the Council in July 1977, applies to children for whom school attendance is compulsory and who are dependents of nationals of a Member State. However, the Council adopted a declaration affirming its political resolve to achieve the objectives laid down in the Directive for all categories of immigrants.

The Directive requires the host country to provide tuition, to ease initial reception, including in particular, the teaching – adapted to the specific needs of these children – of the official language, or one of the official languages of the host country. The host country must also ensure that special training is provided for the teachers who are to be responsible for the education of migrant workers' children.

Finally, the Directive requires the host country to take appropriate measures, in cooperation with the country of origin, to promote the teaching of migrant children's mother tongue and culture. This must be coordinated with regular school arrangements in the host country.

A period of 4 years was foreseen to allow the Member States to take the necessary measures to comply to the Directive which came into force in 1981.

The purpose of the projects has been to stimulate innovation and promote the exchange of ideas, in particular on the following topics: the initial and further training of teachers of the host country as well as of foreign teachers; the development of teaching methods used in reception centres; the teaching of the language and culture of origin; and the production and distribution of education material.

Related to this last point, the project currently run by the Enciclopedia Italiana on development of teaching materials for Italian children in French-speaking areas (Belgium – Luxembourg – France) will be presented at a seminar in Rome in June 1983.

Reception classes for Children of Migrant workers': Enschede experiment

From 7 to 10 February 1983, the Enschede Teaching Centre organised a colloquium at Bad Boekelo, with the help of the Dutch Ministry of Education and Science Congress Bureau and under the auspices of the Commission, on reception methods for children of migrant workers.

Representatives of Ministries of Education of the Member States and those responsible for pilot experiments were informed of a model of bicultural education elaborated at Enschede from 1979 to 1982, for Moroccan and Turkish children from 4 to 8 years old.

The project showed, in particular, the efficiency of a bilingual education started in nursery schools, and the good results of teaching organised in Dutch and Turkish or Arabic.

Play groups in nursery schools are constituted of Dutch and Turkish pupils or of Dutch and Moroccan pupils. The non-Dutch children then learn Dutch from their school fellows and teachers.

Every day, Turkish and Moroccan teachers attend the classes for one hour and take over the activities in Turkish or Arabic.

The use of their mother tongue gives foreign infants a feeling of security which is necessary to integrate them into a group.

Foreign and Dutch instructors try to give their teaching an intercultural character.

All the children listen to and act out Dutch, Turkish and Arab stories which are recorded on tape. During free activities, the children listen to the stories played back in the language of their choice.

After having spent two years of lessons in the reception classes, the foreign children move on to the «regular» classes of the Dutch education system.

Foreign children go on receiving an integrated teaching of their own language and culture.

From the beginning of the schoolyear 1982-83, Enschede has applied this experimental model to all the local nursery and primary schools.

Evaluation of the pilot schemes related to the education of the children of migrant workers

A second comparative report covering the period 1979-1982 will be available in February 1984; the first comparative study of the pilot schemes covering the period 1976-1979 was carried out and presented in 1980.

The aims of these comparative evaluations are as follows:

- to make a critical analysis of the various schemes, taking account of the educational structures and the local situation;
- to compare the pilot schemes with other and with other schemes, inside or outside the Community;

- to make recommendations on the development of reception classes and the teaching of the language and culture of origin in countries where the pilot schemes took place;
- to give an opinion on the possibility of transferring the results of the pilot schemes to other countries, given the diversity of social situations and education systems.

ACTIONS CONCERNING DISABLED PEOPLE

The Commission is currently undertaking a study of priority needs in the prevocational and vocational training of the young disabled. The intention is to ensure that training and employment are considered in a wide context, and in particular that it is possible to identify and highlight the ways in which training provisions need to be adapted in the light of changing employment realities. This is in parallel with the policy initiative on the employment of disabled people which is at present in preparation.

Throughout this activity full attention will also be given to disseminating good practice in the provision of continuing basic and social education in company with vocational training, this being an issue of special importance to young disabled people, above all to those with mental impairments. Integration, wherever possible, of young people with disabilities, into establishments and courses where their non-disabled peers are also engaged, will be another priority concern.

The Commission has invited the Community Network of Rehabilitation Centres to associate itself closely with this study. The European Centre for the Development of Vocational Training (CEDEFOP, Berlin) is also planning to make an active contribution, and care is being taken to coordinate the activity with that of the OECD Centre for Educational Research and Innovation concerning disabled adolescents.

The study will also be able to draw on the data and experience available in other communication and discussion networks established by the Commission, such as the Dialogue Group of Non-governmental Organizations, the Ad Hoc Group on Technical Aids and the National Secretaries of Rehabilitation International.

At the same time the Commission is preparing a paper on the vocational training of disabled people, for presentation to the next meeting of the Advisory Committee on Vocational Training (September 1983).

This paper, as well as describing the progress of the new study described above, will summarise recent and current work in this field undertaken at Community and international levels, set out for discussion a breakdown of the key issues in the domain, and put forward a first set of proposals for further Community initiatives. In the light of the Committee's response, and of the results of the study on prevocational and vocational training needs, the Commission will be in a position in the first half of 1984 to take, on behalf of the disabled, an appropriate policy initiative in the field of vocational training to match that which it has already engaged to take in the field of employment.

COOPERATION WITH INTERNATIONAL ORGANIZATIONS

Council of Europe

Every year the Commission's Directorate for Education, Vocational Training and Youth Policy has a meeting with the Directorate for Education, Culture and Sport of the Council of Europe, to discuss work plans.

At the January 28 meeting, the Commission put forward its viewpoint on the need for education and training to become much more oriented towards the real needs of young people, going beyond the inclusion of some vocational training in school; school needs to be part of a process of continuing education going right through life, to be not just work-oriented

but to include the skills needed for life – literacy, numeracy, communication, self-confidence. These ideas found a ready echo from the Council of Europe side, which pointed to its «Preparation for Life» project, and to its continuing work in the area of adult education.

More specific discussions included a substantial exchange of ideas on the impact of the new information technologies on education and training, where both institutions are active. The Commission's Communication to the Council of Ministers of the European Community on this subject was considered at the Council's meeting in early June: the Commission is also looking for ways to widen the scope of activities in the field – more help for girls and women to enter the area, more parental involvement – with a view to opening the new dimension provided by these technologies to everyone, not just to a restricted cadre of specialists. The Council of Europe is active in the higher education sector, where it has encouraged the development of sectoral networks for the training of specialists in remote sensing, with the help of the Commission and the European Space Agency, and where it is examining the potential applications in such areas as the archaeological heritage and literature.

There were also discussions on teaching about the post-war history of Europe and the process of European integration, about modern languages, and about mass-media communication.

Cooperation between the Commission's EURYDICE Unit and the Council of Europe's education documentation centre continues, especially with regard to the development of the EUDISED Multilingual Thesaurus, a new edition of which is to be published this year. The Thesaurus Management Group is convened jointly by the Council of Europe and the Commission of the European Communities. The new edition of the Thesaurus will cover all the languages of the European Community and Spanish.

These meetings provide a useful forum for each side to inform the other of what it is doing and plans to do, to identify areas of common concern, and ensure maximum benefit from parallel approaches to problems.

Joint action in encouraging the training of craftsmen to conserve the architectural heritage

A European Centre for the training of craftsmen for the conservation of the architectural heritage has been set up in Venice.

The Centre was installed on the island of San Servolo in 1978. It organises courses of 3 months duration to equip trained craftsmen to acquire supplementary skills in masonry, plastering, painting, carpentry and smithing.

The Community institutions have often underlined the importance attached to the preservation of the rich architectural heritage of Europe, as much for intrinsic

cultural and artistic reasons as for its importance in the development of tourism and associated activities. It is logical that the Commission should collaborate in this area with the Council of Europe which has held similar views for many years.

The European Foundation «Living Venice» was created at the initiative of the Council of Europe. The goal of the Foundation is to maintain the unique City of Venice in a good state for the centuries to come. To this end, it is necessary to ensure the availability of specially trained craftsmen capable of using the tools, techniques and materials of earlier times. Craftsmen from all over Europe, and occasionally from other continents come here to learn.

In 1983, 65 participants from 11 countries benefited from courses organised by the Centre; 55 of these students were from seven Member States of the Community.

The Commission supports the Centre financially, meeting 27% of its costs, as well as making 20 bursaries a year available.

Commission Reports to 13th Meeting of the Standing Conference of European Ministers of Education

The Commission presented a report on Community activities in the field of education in 1981-1982 to the meeting of the Standing Conference of European Ministers of Education, in Dublin, 10-12 May 1983 organised under the auspices of the Council of Europe.

This report covers the period since the Commission's departments concerned with education, vocational training and youth policy were integrated within one Directorate in the Directorate General for Employment, Social Affairs and Education.

The integration represented a response to the need – stressed on many occasions by the Council of Ministers – to strengthen the Community strategy to meet the dramatic economic and social problems facing the Community, by intensifying the links between policies in education, vocational training, youth and employment.

More directly the intention was to determine how and in what way the education and training systems – while retaining their specific objectives – could contribute to solving the severe unemployment problem, especially by facilitating the social and occupational integration of young people.

The main theme of the Conference, which was introduced by Mrs. Gemma Hussey, Irish Minister of Education is «The Compulsory Secondary School: Adolescents and the Curriculum», with secondary themes «European Cooperation on Education» presented by Mr. Pierre Vanbergen (Belgium) and «Migrants' Education» presented by Mr. Georges Vignaux (France).

The Commission's report can be made available on request to the Commission's EURYDICE Unit (see request form).

Adult Education – UNESCO Hamburg Conference

The importance of motivation and participation in the construction of an active education policy for adults together with the establishment of key themes for consideration by UNESCO at its 4th international conference, were the main subjects of debate at the Hamburg Conference on Adult Education from 28th February to 4th March 1983. The Commission was represented at the Conference, which was jointly organised at the initiative of the German UNESCO Committee and the UNESCO Institute for Education.

The main objectives were:

- to stimulate the exchange of ideas and experiences on recent and future developments in adult education in Europe;
- to identify questions and themes for the 4th International Conference, with special reference being paid to motivational factors;
- to encourage European Cooperation in the field of adult education.

A hundred participants attended, representing Member States ministries of Education, 29 National UNESCO Committees and international intergovernmental agencies.

CALENDAR OF EVENTS

Date	Subject	Place
01-02/06/83	European University Institute. Meeting convened by its Governing Board. The Commission will participate.	Florence
01-03/06/83	Center for Educational Research and Innovation of the Organization for Economic Cooperation and Development. Meeting of the Committee of Directors. The Commission will participate.	Paris
02/06/83	Meeting of the Council of the European Communities and the Ministers of Education meeting within the Council.	Luxembourg
03/06/83	Joint Meeting of the Council of the European Communities (Ministers of Education and Labour/Social Affaires).	Luxembourg
13-16/06/83	Council for Cultural Cooperation of the Council of Europe. The Commission to participate.	Strasbourg
16/06/83	Trade Union Confederation Working meeting in the field of Education. The Commission will participate.	Bruxelles
23-24/06/83	Education Committee of the European Community.	Bonn
22-24/06/83	European Parliament Committee on Youth Culture, Education and Sports.	Braunschweig
27-29/06/83	Academic Advisory Panel for selecting applications on the Joint Study Programmes. Meeting convened by the Commission.	Bruxelles
12/09/83	National correspondents for the development of the new edition of the Student Higher Education Handbook. Meeting organized by the German Academic Exchange Service on behalf of the Commission.	Bonn
19-20/09/83	Advisory Committee for Vocational Training.	Bruxelles
26-28/09/83	Selection of Participants on the Higher Education Short Study Visits and Joint Study Programmes. Meeting convened by the Commission.	Bruxelles
End September	Young Workers Exchange Programme Seminar to discuss proposals for a third programme. Organized by the Commission.	To be arranged
End September	National Policy Coordinators – New Transition from School to Adult and Working life programme. Convened by the Commission.	Bruxelles
11-12/10/83	Joint Study Programmes and Short Study Visits Information Seminar, organized by the University of Crete, under the auspices of the Greek Ministry of Education, and in collaboration with the Commission assisted by the Office for Cooperation in Education.	Chania, Crete

Date	Subject	Place
12-18/10/83	Conference on Teacher Education organized by the University of Crete, under the auspice of the Greek Ministry of Education and in collaboration with the Commission, assisted by the Association for Teacher Education in Europe.	Chania, Crete
Beginning October	Eurydice Working Meeting convened by the Commission.	Bruxelles
27-28/10/83	The status of minority languages. Meeting convened by the Commission.	Bruxelles
28/10-10/11/83	Seminar on New Information Technologies organized by the French Ministry of Education, in cooperation with the Commission.	Marseille
14-15/11/83	European Teacher Trade Union Committee. Meeting convened by the Commission.	Bruxelles
28/11/83	National correspondents for the development of the view edition of the Student Higher Education Handbook. Meeting organized by the German Academic Exchange Service, on behalf of the Commission.	Bonn
Beginning December (to be arranged)	Eurydice Information Seminar. Organized by the Commission. Cooperation with the Greek Ministry of Education.	Athens
