

# COMMISSION OF THE EUROPEAN COMMUNITIES

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REPORT ON THE ACTIVITIES OF THE COMMISSION  
OF THE EUROPEAN COMMUNITIES  
IN THE FIELD OF EDUCATION, TRAINING AND YOUTH  
DURING 1990

(presented by the Commission)

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## INTRODUCTION

Developing the potential of the Community's human resources remains at the heart of the Commission's strategy, both through specifically targetted programmes and actions and through an increasing attention to the human resource dimension of other Community policies, economic, industrial and environmental amongst others. The attached report demonstrates the range of activities and concerns of the Commission and the increasing importance in size and range of Community level stimulation for cooperation in the education, training and youth fields.

Exchange and mobility supported by the Community increased in 1990 with support given to 30,000 ERASMUS students; nearly 4,000 COMETT students; 30,000 young people participating in youth exchanges, nearly 5,000 with COMECON countries; 3,000 young workers, together with 400 hotel and catering trainees. Nearly 600 customs officials were assisted in exchanges, as were 1,500 teachers and industry personnel under different schemes, and education and training specialists engaged in nearly 1,000 study visits. Under the new TEMPUS scheme, support was provided for mobility to the Community of 700 students and 500 teachers from Central and Eastern Europe.

Given the range of activities and sometimes overlapping target groups involved in the different major training programmes currently on offer, the Commission published in August 1990 its Memorandum on the rationalisation and coordination of vocational training programmes at Community level. This Memorandum indicated the main fields of activity in which the Commission would progressively group its programme structures: initial vocational education and training of young people; higher education and advanced training; continuing education and training; foreign language teaching, and cooperation with third countries. This Memorandum will be progressively implemented. The first proposals came out in 1990, dealing with the expansion of the PETRA programme, and the inclusion in its scope of exchanges of young workers, and the regrouping of the FORCE and EUROTECNET programme Committees in one single Advisory Committee on continuing training. As announced in the Memorandum, the Commission has also strengthened its information effort, publishing its first Newsletter on human resources, education and training in 1990. Education and training is also included under the Commission's Priority Information Programme (PIP).

An important new area of work in 1990 was the launching of a major mapping exercise of skills needs and deficits in the 1990s, based primarily on feed-back from a wide range of regions and a number of sector-specific enquiries (e.g. information technology, textile, retail trade, etc.) as well as a synthesis of national forecasts. This work has been underpinned by an up-to-date

analysis of the impact of demographic change on the education and training systems and a review of the training policies of the Member States as a basis for the presentation of a Community-wide training strategy for the 1990s.

From the beginning of the year, events in Central and Eastern Europe continued to dominate the Community. The Unification of Germany in October was not considered to require any special transitory measures in the education and training field, but the needs identified are great, and a special effort was undertaken to allow for participation of the DDR in TEMPUS, prior to Unification, and to provide an intense information effort to assist the five new Länder integrate the Community dimension of education and training.

For Poland and Hungary, followed later by the other eligible countries, the PHARE operation took shape, with a major Community effort to provide assistance in this region. In this frame, the TEMPUS programme was proposed, negotiated and adopted by May and implemented immediately, enabling Poland and Hungary in a first phase to benefit from inter-university cooperation and student mobility with the Community. The European Training Foundation, adopted in the same time frame in order to provide a structured framework for training assistance to Central and Eastern Europe, has not yet begun work, owing to the lack of a decision on its seat.

Negotiations also began in 1990 on the creation of a European Economic Area with the EFTA countries. Education and training cooperation is considered by EFTA to be an essential flanking policy to enable the European Economic Area to function. Alongside this, specific negotiations began to reach agreement on the opening of the ERASMUS programme to EFTA countries.

Nor was the interest in cooperation in this field restricted to Europe. The United States indicated strong interest in the development of cooperation with the Community, and an agreement was reached focussing on higher education and continuing training which featured in the EC/US Ministerial declarations in November.

At the highest level, education and training have featured in the discussions leading to the Intergovernmental Conference on Political Union, opened in December. Training was already mentioned in the Commission's opinion of October on the areas requiring a clarification and extension of powers under the Union. The European Council meeting in December judged in addition that education should be included in the scope of the Intergovernmental Conference, and noted the importance of the support which young people can bring to European integration. These issues will be high on the Community agenda in 1991.

## SUMMARY OF 1990

### JANUARY

The Commission submits a proposal for a Council Decision establishing a trans-European mobility scheme for University studies, TEMPUS (COM(90)16 final of 24 January 1990).

The Social Dialogue Steering Group adopts a Joint Opinion on Education and Training on 26 January 1990.

The Economic and Social Committee gives its opinion on the proposal for a Directive on a second general system for the recognition of professional education and training on 31 January 1990.

### FEBRUARY

The Commission submits a proposal for a Council Regulation establishing a European Training Foundation (COM(90)15 final of 8 February 1990).

The European Parliament adopts a Resolution on Community education and training programmes on 16 February 1990. This Resolution calls, amongst other things, for a report on young people benefitting from Community programmes.

A Commission Staff Working Paper is presented on the Community Action Programme for the development of Continuing Vocational Training (SEC(90)419 of 27 February 1990).

The Economic and Social Committee gives its opinion on the opening of COMETT 11 to EFTA countries on 28 February 1990.

### MARCH

The Ministers of Social Affairs, meeting in informal session in Dublin, discuss long-term unemployment and the proposed European Training Foundation on 1 and 2 March 1990.

The United Nations holds a World Conference on "Education for All" in Bangkok on 5 to 7 March 1990. A common position from the 12 Member States of the Community is presented by the Irish Presidency.

A Commission Staff Working Paper is presented on Distance Education and Training (SEC(90)479 of 7 March 1990).

The Commission publishes an Interim Report on the implementation of the Council Decision of 1 December 1987 concerning an action programme for the vocational training of young people and their preparation for adult and working life (PETRA programme)



(SEC(90)432 final of 13 March 1990).

The European Parliament adopts a Resolution giving its opinion on the proposal for a Council Decision on the FORCE programme on 14 March 1990.

The European Parliament adopts a Resolution giving its opinion on the opening of COMETT to the EFTA countries on 16 March 1990.

The Commission submits a proposal for a Council Decision amending Decision 84/636/EEC establishing a third joint programme to encourage the exchange of young workers in the Community (COM(90)79 final of 21 March 1990).

The Commission submits a proposal for a Council Decision concerning the conclusion of an agreement on the opening of COMETT 11 to Liechtenstein on 26 March 1990.

The Economic and Social Committee gives its opinion on the proposal for a Council Decision on the FORCE programme on 28 March 1990.

A Commission Staff Working Paper is presented on the reasons why the Commission is asking to participate in the new convention on the Statute of the European Schools (SEC(90)638 of 28 March 1990).

The Commission's paper "Three years to the completion of the Internal Market: a first assessment of its impact" stresses the importance of corporate strategies on investment in human resources through better training and pan-European recruitment (SEC(90)494 final of 28 March 1990).

#### APRIL

The Commission publishes the results on comparability of vocational training qualifications in the agricultural sector on 2 April 1990 (OJ C83 of 2 April 1990).

The European Parliament adopts a Resolution giving its opinion on the TEMPUS scheme on 5 April 1990. The Commission then presents an amended proposal for a Council Decision (COM(90)146 final of 17 April 1990).

The European Parliament adopts a Resolution giving its opinion on the European Training Foundation on 5 April 1990. The Commission then presents an amended proposal for a Council Regulation (COM(90)145 final of 20 April 1990).

The Commission publishes its Annual Report on the ERASMUS programme 1989 (COM(90)128 final of 5 April 1990).

The Commission publishes its Annual Report on the COMETT programme 1989 (COM(90)119 final of 11 April 1990).

The Economic and Social Committee gives its opinion on the

proposals for the TEMPUS scheme, and for the European Training Foundation on 25 April 1990.

The Commission presents an amended proposal for a Council Decision establishing an action programme for the development of continuing training in the Community (FORCE) (COM(90)188 final of 26 April 1990).

At the special meeting of the European Council in Dublin on 28 April, the progress on assistance to Central and Eastern Europe on training and student exchange is welcomed.

#### MAY

The General Affairs Council, meeting on 7 May 1990, adopts the Council Decision 90/233/EEC establishing a trans-European mobility scheme for University studies (TEMPUS) (OJ L131 of 23 May 1990). The Council Regulation (EEC) N°. 1360/90 establishing a European Training Foundation is also adopted, but will not enter into force until the day following that on which the competent authorities have decided on the seat of the Foundation. (OJ L131 of 23 May 1990).

The Standing Committee for Employment, meeting on 8 May, debates long-term unemployment. The Presidency Conclusions stress the importance of education and training in the prevention of long-term unemployment and in reintegration into the labour market.

The Commission hosts a Conference on functional illiteracy in the European Community on 14 and 15 May 1990, as a contribution to United Nations Literacy Year.

The Commission publishes a Progress Report on PEDIP, the specific programme for the development of Portuguese industry, including elements relating to measures to enhance the value of human resources in industry by training (COM(90) 205 final of 16 May 1990)

The European Parliament gives its first reading on the proposal for a Directive on a second general system for the recognition of professional education and training on 17 May.

The Commission announces its decisions on financing inter-university cooperation programmes and student mobility under the ERASMUS and LINGUA programmes on 22 May 1990.

The Social Affairs Council, meeting on 29 May 1990, adopts the Council Decision 90/267/EEC establishing an action programme for the development of continuing vocational training in the European Community (FORCE) (OJ L156 of 23 June 1990). The Council also adopts the Decision extending the third joint programme for the exchange of young workers for one year.

The Council and the Ministers for Education meeting within the Council on 31 May 1990 adopt a Resolution on the integration of children and young people with disabilities into ordinary systems

of education. They also adopt Conclusions on the enhanced treatment of equal opportunities for boys and girls in education in the context of the initial and in-service education of teachers, on meetings of Senior Officials in the education field and on the European schools and they exchange views on distance education and training and education for enterprise.

#### JUNE

The Commission adopts a Communication to the Council on the extension of the ERASMUS programme to EFTA countries (SEC(90)1085 final of 12 June 1990).

The Commission publishes an Interim Report on the implementation of Council Decision 85/368/EEC on the comparability of vocational training qualifications between the Member States of the European Community (COM(90)225 final of 12 June 1990).

The Commission, in cooperation with the Irish Presidency, formally launched the EUROTECNET programme at a conference in Dublin on 19 and 20 June 1990.

The European Council, meeting in Dublin on 25 and 26 June 1990, decides upon the dates for the launch of two Intergovernmental Conferences, and tackles a range of issues. Amongst other things progress in the vocational training field is noted and welcomed.

The Council adopts a Directive 90/366/EEC on the right of residence for students (OJ L180 of 13 July 1990).

#### JULY

The Heads of State and Government of the G7 meeting in Houston, USA from 9 to 11 July 1990 emphasize the need to improve labour force skills through education and training.

The Commission publishes a Progress Report: towards Trans-European Networks, including training networks (COM(90)310 final of 19 July 1990).

The Commission issues a draft Communication on the Community Initiative 'LEADER', concerning rural development, including training actions (SEC(90)1602 final of 30 July 1990).

#### AUGUST

The Commission publishes the Annual Report for 1988/89 on the Youth for Europe programme (COM(90)378 final of 1 August 1990).

The Commission publishes the Second Report on the Third Joint Programme for the Exchange of Young Workers 1988/89 (COM(90)377 final of 1 August 1990).

The Commission submits an amended proposal for a Council Directive on a second system for the recognition of professional education and training which complements Directive 89/48/EEC

(COM(90)389 final of 6 August 1990).

The Commission presents the Memorandum on the Rationalisation and Coordination of Vocational Training Programmes at Community level (COM(90)334 final of 21 August 1990).

The Commission presents its proposals for legislation on the Community and German Unification; no special legislative measures are foreseen in the education and training field (COM(90)400 final of 21 August 1990)

#### SEPTEMBER

The Commission debates the Report from an expert group on immigration policies and the social integration of immigrants and decides to transmit it to the Council on 26 September. The report includes the issues of education and training of immigrants and their children.

#### OCTOBER

German Unification takes place on 3 October 1990. Efforts intensify to prepare the integration of the soon to be new 5 Lander into education and training programmes and activities.

The Commission publishes the list of ERASMUS prize-winners, decided by the jury chaired by Mr. Baron Crespo, President of the European Parliament.

The Commission presents the Memorandum on young people in the European Community (COM(90)469 final of 15 October 1990).

The Commission adopts a proposal for a Council Decision on Youth for Europe 11 (COM(90)470 final of 15 October 1990).

The Commission issues its opinion on the proposal for amendment of the Treaty establishing the European Economic Community with a view to Political Union, including an expansion of Treaty provisions on basic and further vocational training (COM(90)600 final of 23 October 1990).

The Council approves negotiating guidelines for the opening of the ERASMUS programme to EFTA countries.

The IRDAC Plenum on 23 October 1990 adopts two opinions on Skills Shortages in Europe and School and Industry.

The European Parliament gives its opinion on the opening of the COMETT 11 programme to Liechtenstein on 26 October 1990.

The European Council meeting in Rome on 27 and 28 October continues the preparation of the Intergovernmental Conferences.

The Commission adopts a Communication on Industrial Policy, stressing the importance of investment in human resources, training and qualifications on 30 October 1990 (SEC(90)2085).

The Standing Committee on Employment meeting on 30 October 1990 examines the Commission's 1990 Employment Report, and draws attention to the need to raise qualifications levels, to reinforce links between school and industry, to define methods for the comparability of qualifications and to widen access to continuing training.

A Commission Staff Working paper is presented on the draft Convention defining the Statute of the European Schools (SEC(90)2124 of 31 October 1990).

The Commission presents a Communication on Vocational training in the Arts field to the Council on 31 October 1990 (COM(90)472).

The Commission publishes the results on comparability of vocational training qualifications in the textile/clothing sector.

#### NOVEMBER

The Social Dialogue Steering Group adopts a Joint Opinion on the transition of young people from school to working life on 6 November 1990.

The Commission presents the third medium-term Community action programme on equal opportunities for women and men, including the need for action on education and training (COM(90)449 final of 6 November 1990).

A Conference on Higher education and 1992: planning for the Year 2000 is held at the University of Siena from 5 to 7 November 1990, hosted by the Commission and the Italian Ministry of the university.

An informal meeting of Ministers for Higher education is held at Siena on 8 November 1990.

An informal meeting of Ministers responsible for Youth Affairs is held on 9 November 1990 in Rome.

The Commission presents a proposal for a Council Decision concerning an action programme for the vocational qualification of young people and their preparation for adult and working life (COM(90)467 final of 9 November 1990).

The Council and Ministers of Culture meeting within the Council on 19 November 1990 adopt Conclusions on vocational training in the Arts field.

The Community and the United States and the Community and Canada approve the Transatlantic Declarations on EC-US and EC-Canada Relations on 20 November 1990. These declarations include a commitment to continuous efforts to strengthen mutual cooperation with respect, amongst other things, to education and exchanges. The EC-US Ministerial meeting sets up a specific working group

to consider cooperation in academic exchanges and in continuing training.

In its Progress Report on Completing the Internal Market the Commission reiterates the importance of developing trans-European networks (COM(90)552 final of 23 November 1990).

The Commission presents a Communication on living and working conditions of Community citizens in frontier regions, particularly frontier workers, drawing attention to the importance of transfrontier cooperation in the education and training field (COM(90)561 final of 27 November 1990).

#### DECEMBER

The ERASMUS prize-winners receive their prizes in a ceremony introduced by Commissioner Papandreou on 5 December 1990.

The Council and Ministers for Education meeting within the Council on 6 December 1990 adopt a Resolution on the EURYDICE network of information on education in the European Community (OJ C329 of 31 December 1990). They also hold an exchange of views on education and drugs, on the evaluation of education systems and on post-secondary education. An informal meeting also took place with the Ministers of Education of Czechoslovakia, Poland and Hungary.

The Commission presents a Communication on a programme of Community action towards trans-European networks, including specific actions in the training field (COM(90)585 final of 10 December 1990).

A meeting of Senior Officials is held to debate the issue of the evaluation of education systems on 11 and 12 December 1990. The Commission adopts a proposal for a Council Decision on the adoption of a programme of Community action on the subject of the vocational training of customs officials (MATTHAEUS) (COM(90)605 final of 12 December 1990).

The European Council meeting in Rome on 14 and 15 December 1990 includes education and youth in the sectors for the extension of Community competence, and underlines the importance of training in the technical assistance to provide to the USSR.

The Intergovernmental Conferences open on Economic and Monetary and Political Union on 15 December 1990.

The Commission submits a proposal for a Council Regulation (EEC) amending Regulation (EEC) N° 337/75 establishing a European Centre for the Development of Vocational Training (COM(90)535 final of 17 December 1990).

The Commission adopts a proposal for a Council Decision establishing the Advisory Committee for continuing education and training embracing FORCE and EUROTECNET (COM(90)648 final of 18 December 1990).

The Commission publishes notices to the Member States laying down guidelines for operational programmes/global grants for Community Initiatives, EUROFORM, NOW and HORIZON (OJ C327 of 29 December 1990).

## I. (i) EUROPEAN PARLIAMENT

1. The growing importance attached to Community activities in the field of education, training and youth policy - considered essential to the completion of the Internal Market - has been confirmed in 1990 by the support the European Parliament, in particular the Committee on Youth, Culture, Education, Information and Sport, has given to the Task Force's activities and programmes aimed at the development of human resources.

There has also been closer cooperation with the Committee on Social Affairs and Employment.

2. The European Parliament has adopted a number of important Resolutions, in particular relating to: the opening of the COMETT II programme to the EFTA countries<sup>1</sup> Community Education and Training Programmes<sup>2</sup>, TEMPUS<sup>3</sup>, FORCE<sup>4</sup>, the European Training Foundation<sup>5</sup> and the EEC-Liechtenstein agreement on COMETT II<sup>6</sup>.

3. The Youth Committee was able to follow the evolution of the Task Force's activities and contribute to their orientation and development through special hearings and informal information meetings.

By virtue of their number and content, the written and oral questions submitted by the Members of the European Parliament proved essential to the completion of the information required and to the development of effective cooperation.

4. At a meeting with the Youth Committee on 19 December 1990, Mr. H.C. Jones, Director of the Task Force Human Resources, presented the main achievements and the future perspectives of education and training policies contained in the document "Coordination and Rationalization of Vocational Training Programmes at Community level<sup>7</sup>", together with the outstanding elements emerging from the "Memorandum" on youth policies<sup>8</sup>.

## (ii) ECONOMIC AND SOCIAL COMMITTEE

At various meetings of the Sections concerned throughout 1990, the Economic and Social Committee expressed its interest in the

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<sup>1</sup> Minutes of EP 139.695 - 16.3.1990

<sup>2</sup> OJ C 68 of 19.3.1990

<sup>3</sup> OJ C 85 of 3.4.1990

<sup>4</sup> OJ C 96 of 17.4.1990

<sup>5</sup> OJ L 131 of 23.5.1990

<sup>6</sup> Minutes of EP 145.895 - 26.10.1990

<sup>7</sup> COM (90) 334, 21.8.1990

<sup>8</sup> COM (90) 469, 17.10.1990



education and training activities launched by the Task Force Human Resources.

The most important developments include: the adoption of favourable opinions on the opening of COMETT II to the EFTA countries, and on specific programmes for the countries of Central and Eastern Europe, such as TEMPUS and the European Training Foundation; and the discussions on the consolidation of the PETRA programme on the vocational training of young people and their preparation for adult and working life.

## II. EDUCATION

### (i) PROMOTION OF CLOSER LINKS BETWEEN THE EDUCATION SYSTEMS

1. From the beginnings of cooperation in education at Community level, one of the underlying aims has been to increase mutual understanding of education systems in the various Member States, including the capacity to learn from each other and from each others' new policy initiatives and structures. This can provide the basis on which practical cooperation in the different fields of education can be built, through joint activities such as seminars, study visits, exchanges, the networking of pilot projects, and the creation of continuing links between institutions and individuals. In this way the rich diversity of European education can serve as a stimulus to the improvement of standards of educational provision in the future.

#### ARION Scheme of Study Visits for Education Specialists

2. Within the context of the Education Action Programme the Commission has, since 1978, been running a scheme of short study visits for education specialists. The target groups of these visits are: local, regional and national education administrators, inspectors, heads of schools, teachers and, in some cases, parents. Apart from the self-evident European dimension of the scheme, it has two main objectives: to enable participants to distance themselves from their day-to-day work and to acquire new experience; and to increase the amount of high-quality information about educational developments throughout the Community which is available to policy makers.

3. In October 1987, the Education Committee took note of the new orientations of the scheme which had been discussed and prepared by the national liaison officers responsible for the management of the scheme at national level. These new orientations aim to improve the operation and identification of the scheme. They also guarantee that all fields of education activity will be integrated into the scheme and that results of the study visits will be better exploited. The results of this new approach became apparent in the course of 1990. For the first time, the Commission has received high-quality group reports, the demand for participation has increased and the quality of the grant holders has improved.

4. The priority themes of the scheme are: general study of primary, secondary and vocational education; methods of certification and assessment of pupils, teachers and teaching; actions to combat illiteracy; introduction of the new information technologies into education; the integration of handicapped children into the normal school system; equal opportunities for boys and girls in education; education of migrant's children; problems posed by school failure; introduction of the European dimension into education; initial and in-service training of teachers; the role of parents and their participation in school life; methods used in foreign-language teaching; health education

(AIDS, drugs, cancer); and environmental education.

600 education specialists participated in 1989-90 and 600 new candidates have been nominated for 1990-91.

5. The Pädagogischer Austauschdienst, which is a division of the Standing Conference of Education Ministers of the Länder in Germany and which is specialized in educational exchanges, assists the Commission in the day-to-day management of the scheme.

6. In order to ensure an optimum result, preparatory meetings are organized. In 1990, these took place in Brussels (2 meetings), Bonn, Zoetermeer, Paris, London, Dublin and Lisbon. National liaison officers, former and future participants are present at these meetings, which aim to inform future participants about the organization and administration of study visits and to brief them on the theme of their study visits. Future participants also receive preparatory documentation, together with information about recent developments in education policies and trends in the Community.

A number of Member States also organized evaluation meetings.

7. In their Conclusions of 31 May 1990 on meetings of senior officials in the education sector<sup>1</sup>, the Education Ministers recognized the contribution made by the ARION Scheme to improving their knowledge of other European education systems. They agreed that this scheme could include themes of common interest arising out of the meetings of senior officials. Meetings of the senior officials would be organized on a regular basis by the subsequent Presidencies of the Council.

In their Resolution of 6 December 1990 concerning the EURYDICE Education Information Network in the European Community<sup>2</sup>, the Education Ministers requested the Commission to strengthen the links between the ARION scheme and the EURYDICE network and to involve EURYDICE in the preparation of the visits and the utilization of information generated by the visits.

#### EURYDICE

8. EURYDICE, the Education Information Network in the European Community, was established in 1980 to underpin the Community Education Action Programme and to facilitate the process of mutual enquiry between Member States interested in the implications of European policy developments on national reforms. The Commission has further consolidated the network of arrangements which now link officially designated referral points in all 12 Member States with the Commission through a European

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<sup>1</sup> OJ C 162 of 3.7.1990

<sup>2</sup> OJ C 329 of 31.12.1990

Unit located in Brussels. The work of EURYDICE is thus based on close cooperation between the European Unit set up on behalf of the Commission to activate and coordinate the network and the National Units which are generally located within the National Ministries of Education.

9. Central to the work of EURYDICE in 1990 was the preparation of a new Resolution adopted by the Council and the Ministers of Education on 6 December 1990 concerning the EURYDICE network. The new Resolution recognizes the network as the chief instrument for providing information on national and Community structures, systems and developments in the field of education. It stipulates that the development of the EURYDICE network should help to:

- improve, in the first place, the procedure of the question/answer system for the rapid provision of reliable information to the relevant national and Community authorities;
- assist, in the second place, the drawing up of comparative analyses, reports and surveys on common priority topics determined inter alia in the Education Committee and at the regular meetings of senior officials;
- also diversify the dissemination of the products available in the framework of the network, collaborating on this with public and private bodies.

10. In the context of preparing for the adoption of the Resolution, the European Unit drew up a Report "Ten Years of the EURYDICE Network" which was completed in July 1990. The Conclusions of the Report point out the urgent need to review the role and operation of EURYDICE in order to enable it to meet, within modern information and communication structures, the challenges posed by current developments on the eve of the achievement of the 1993 Single Market as effectively as possible. At one of its regular meetings with the Commission in Brussels in April 1990, the EURYDICE Steering Group, comprising the Heads of the network's National and European Units, summarized its ideas and recommendations with regard to the operation of the network in a document for the Education Committee. Close attention was paid to these when drawing up the Report.

11. A further meeting of the Steering Group took place in Paris on 12 October 1990 to discuss the future of the network and to plan and organize technical cooperation. The meeting was preceded by a 2-day EURYDICE information seminar. Participants were provided with information on the French education system and were given a demonstration of the data base of the Centre National Français de Documentation Pédagogique (CNDP). There was also a demonstration of the ISIS data base of the Italian Unit and the European Unit presented its new computer system "SIRENE".

12. Some 554 policy surveys have been provided by the network in response to some 65 formal requests in 1989. 36% concern general education policy, 23% higher education, 19% curricula,

9% teachers, and the remaining 13% is divided more-or-less equally between language teaching, special education, new information technologies and the fight against illiteracy.

There has been a reduction in the number of formal requests in recent years as a result of a deliberate attempt to increase the exploitation by the EURYDICE Units of their growing stock of comparative information on education policy issues. In fact, 682 documents based on former replies have been reproduced and distributed in 1990.

13. National Units, with the assistance of the European Unit, have continued work on the authoritative base dossiers on their Member State's education structures. Most National Units began to update their dossiers during 1990; this process should continue until June 1991. Depending on the Unit, this involves complementing, updating and even completely reworking the dossiers on the basis of the "Guide to the contents of the National Dossiers" approved by the Steering Group during its meeting in October 1990.

The European Unit also compiled a "Guide to the compilation of the glossary associated with the national dossier". The management of the dossiers is the responsibility of the European Unit, which then distributes them to the National Units, either on paper or diskette.

The European Units' bibliographical database was increased in 1990 by some 1,200 new items.

14. There have been important changes in the computerized management of the question/answer system and the bibliographical database. These two groups of data have been brought together in one computerized information system called SIRENE - Système d'Information et de Recherche Navigationnelle d'EURYDICE (Navigational Information and Research System). This new system has been conceived with a view to integrating into it the management of all documentary type data of the European Unit. This system also provides for off-line or on-line access by all the National Units who desire it.

15. In 1990 the EURYDICE network produced, updated and translated several documents presenting the situation in each Member State and the Community as a whole, for example, descriptive tables on the school year.

Since 1989 single or several National Units in collaboration have been working on more detailed comparative analyses on subjects of common interest. Two comparative analyses were completed in 1990 - on the teaching of economics at secondary level and on the management and self-evaluation of primary and secondary schools. The translation of these analyses was also begun in 1990. Work also continued on a third comparative analysis - on the mobility of teachers - which should be completed during the first half of 1991.

With the collaboration of CEDEFOP, EURYDICE also completed the updated and extended document "The structures of the education and initial vocational training systems in the Member States of the EC". The English, French and German versions of this document are to be published early in 1991.

16. The last issue of EURYDICE Info was produced in May 1990. EURYDICE Info gives regular news of developments at Community level in the field of education and youth policy. The type of information presented in EURYDICE Info together with that presented in CEDEFOP News on vocational training will henceforth be integrated into one publication "Education-Training" the new newsletter of the Task Force Human Resources. The European Unit actively participated in the planning and production of the 0 issue of the new newsletter which appeared in December 1990.

The European Unit also disseminated several EURYDICE Communiqués concerning the results of the Education and Social Affairs Councils, covering for example the adoption of the FORCE programme and the TEMPUS scheme.

The guide to the main Community programmes in the fields of education, training and youth, prepared and published by the European Unit for the Commission, was adapted and produced in German, Danish, Spanish, Greek and Italian and now exists in all official Community languages.

In addition, the European Unit compiled for the Commission the annual report on Commission activities in the fields of education, training and youth policy during 1989.

The European Unit also assisted the Commission by sending publications for 23 European exhibitions, conferences and meetings in the various Member States.

17. The European Unit's mailing list now contains more than 6,000 addresses. The European Unit distributed over 50,000 documents monthly in 1990.

18. On the basis of past cooperation agreements on the management of the former EUDISED Thesaurus between the Commission and the Council of Europe, the work of the European Unit, as terminology coordinator for the Task Force Human Resources, carried out various work in 1990. This resulted in: the production of a new edition of the European Education Thesaurus in close collaboration with the Office for Official Publications of the European Community; contributions for the revision of the CEDEFOP Thesaurus aimed at bringing the respective vocabularies closer together; the preparation of and active participation in the biennial meeting of the Permanent Thesaurus Management Group held in Strasbourg in November on future developments. Work was based on the document prepared by the European Unit "Towards a European Meta-thesaurus on Education" which was translated from French to English and disseminated in both language versions.

19. Cooperation with the European Centre for the Development of

Vocational Training (CEDEFOP) in Berlin has been further developed in 1990. As mentioned above, this has included work on the respective thesauri, for which several joint meetings have been held in Brussels and in Berlin in 1990, and collaboration on the document on education and initial vocational training. Particular attention has been paid to the joint production of documents integrating education and vocational training. Early in 1991 work will begin on the convergence of the EURYDICE national dossiers and the CEDEFOP vocational training monographs.

20. In addition, EURYDICE continued to cooperate with the Statistical Office of the Community (SOEC).

(ii) INTRODUCTION OF NEW INFORMATION TECHNOLOGIES IN SCHOOLS

1. In May 1989, the Council adopted the third work programme designed to implement the Council Resolution of September 1983 on "measures relating to the introduction of new information technologies (NITs) in the school systems"<sup>1</sup>.

Based on a report drawn up by the Commission on the activities undertaken at national and Community level from 1983 to 1988<sup>2</sup>, the work programme for 1989-1990 has four strategic areas: the incorporation of new information technologies in teaching practice and school curricula; the training of teachers and trainers; software, courseware, hardware systems; and the economic implications of the introduction of the NITs in education and development strategies.

2. In this context, an official working group has been established and meets regularly to advise the Commission on the development of Community action and to ensure the link with national initiatives in this field. The group, consisting of national officials responsible for the introduction of NITs in the school systems of their respective Member State and the heads of the centres designated in each Member State to the information network specialized in NITs and education, EURYCLEE, met twice in 1990 - Brussels in January and Copenhagen in December.

3. EURYCLEE was set up in 1986, with one or more centres designated in each Member State. Based on the model of the EURYDICE network, it is accessible to any interested person. Its task is to select, store and exchange information relating to the introduction of NITs in schools in the Member States. A brochure presenting the network has been disseminated in all the Member States. Exchanges have been greatly improved through the use of electronic mail (Campus 2000).

4. Commission action in 1990 consisted in strengthening activities carried out by the various actors concerned and in

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<sup>1</sup> OJ C256 of 24.9.1983

<sup>2</sup> SEC (89) 19

contributing towards a better synergy in these activities.

5. The following projects were completed in 1990:

- . Action research intended to stimulate the interest and participation of girls in school activities linked to the NITs and launched by the Commission in 10 Member States in 1987.
- . The Pecreda-Geres project in the north of Portugal aimed at promoting an integrated development operation which, in the education field, has set up a telecommunications network to link all primary schools in the region.
- . A cooperative project coordinated by Ireland with Denmark, Portugal and the UK on the development of a curriculum for training teachers in the NITs.
- . A study on "The portability of educational software in relation to the creation of a viable European market", coordinated by Ireland with the participation of Spain, France, the Netherlands and Portugal. Following the study, a seminar took place on this topic in order to identify problems linked to the production of programmes for a European market. A final report will be prepared for the national officials and the EURYCLEE centres.

6. Three further European seminars were organized: on the use of data banks in education in March; on the educational use of telematics between various Member States in April; and on computer-assisted learning, particularly the changing role of teachers and the nature of teaching, in December.

In addition, an international conference was held in November to study and exchange experience on the impact of training in the NITs on the general education of young people.

7. Two studies were coordinated by the International Educational Achievement Association (IEA):

- . An international study on the introduction of computers in education in the Member States and some third countries. This contains statistics resulting from surveys concerning the 12 Member States and comparisons with Japan and the USA.
- . A manual on the integration of NITs in mathematics courses in secondary education, carried out by the University of Lisbon with the support of a committee of experts from various countries.

8. Projects launched in 1990 include:

- . European studies 16/18 project, a cooperative project between several European schools using electronic mail.
- . The "Comped Studies" project, whose main aim is to collect and analyse information on the use of computers in secondary



schools in most Member States.

- . The continuation of the pluriannual project to study and evaluate software in secondary schools in which 4 Member States are participating. This has been followed by working meetings to analyse the results and thus bring added value to the project.
  - . "NITs in current curricula: perspectives for the near future", a study comparing the legal requirements concerning NITs in the curriculum (primary, secondary and vocational) with what is actually happening in the schools in each of the 12 Member States. It is also assessing the likely changes in the curriculum over the next 4 years. The project will culminate with a seminar for policymakers in October 1991 in Madrid.
9. Three studies were also launched in 1990:
- . A comparative study on existing learning systems and education using hypermedia (CD-ROM, video-disks...), covering their technical aspects, their costs and benefits and their reliability;
  - . A report on the achievements of EURYCLEE and strategies for its use;
  - . A report on approaches for using NITs in education and training and information on related achievements.
10. The Commission continued to organize study visits on this theme within the context of the ARION scheme, and also organized longer study visits (3 months) for high-level personnel of different Member States to the most advanced centres in Europe.
11. Links have been reinforced with Handynet, the electronic network for the Community programme for handicapped persons.

(iii) EQUAL OPPORTUNITIES FOR GIRLS AND BOYS IN EDUCATION

1. The importance of Community action to promote equal opportunities for girls and boys at school was first recognized by the Council and Ministers of Education in 1985 in a Resolution<sup>1</sup> which contains an action programme in this field. This Resolution complements existing Community policies regarding employment and training. It requires Member States to implement a range of policies, and the Commission to take specific measures in order to support national efforts.

From 1985 to 1990 priority at Community level has been given to three areas:

- awareness raising activities

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<sup>1</sup> OJ C166 of 5.7.1985

- career guidance for girls, particularly in technical and scientific subjects
- teacher training.

The action programme on equal opportunities in education is pursued on the basis of discussions with the Working Group of representatives from Ministries of Education in Member States established under the Resolution.

2. On 31 May 1990 the Council and Ministers of Education meeting within the Council adopted Conclusions on the enhanced treatment of educational opportunity for girls and boys in the initial and in-service training of teachers. The Conclusions update the Resolution of 1985 and reaffirm the Education Ministers' commitment to the objective of achieving equality of opportunity for girls and boys in education.

The nature and quality of initial and in-service teacher training was considered a major factor influencing the extent to which that objective can be achieved. It was agreed, inter alia, that Member States should review teacher education courses and examine how equality of educational opportunity could permeate training or become an integrated component of it. The Commission was called on to examine ways in which it could supplement or assist actions by the Member States in this field, and to arrange exchanges of information and experience concerning good practice.

3. In 1990, the Commission continued, in cooperation with the Association of Teacher Education in Europe (ATEE), to coordinate the TENET Action Research Programme on the integration of Equal Opportunities in the Curriculum of Teacher Education started in October 1988.

The second phase of the TENET activity started in October 1989. 29 projects in 11 Member States were included in the first year (1989). In the second year (1990), a total of 33 projects have participated and have reported on their research. A wide range of institutions is involved in the programme, including institutions of initial and in-service teacher education, universities, Ministries of Education and one teacher's union. The projects cover the full range of education from pre-school to university, and those directly involved include pupils, students, practising teachers, parents, teacher trainers, inspectors and academics.

The programme will be completed in 1991 with a phase of dissemination: seminars and work-shops will be arranged in each Member State; the dissemination of transferable materials, findings, methods and content will be supported; a final European conference will take place in Autumn 1991.

4. In 1990 the first booklet in a publication series of seven was supported by the Commission. This first booklet deals with curriculum innovation in the context of equal opportunities in teacher education.

The series forms an essential support for the work on revising curricula in teacher education. It results from work carried out by the Standing Working Group on Equal Opportunities for Girls and Boys in Teacher Education within the Association of Teacher Education in Europe (ATEE).

The results of the TENET Programme make an especially significant contribution to the booklets, and form an important basis for the advice and practical suggestions contained in the series.

During 1991 the first booklet will be published and booklets N°2 and 3 will be drafted.

5. The evaluation report of the 9 action research projects on girls and new technologies supported by the Commission in 1987-89 is now in print.

The conclusions of the evaluation report point to the need for further work on this issue. They suggest in particular that:

- in-service and pre-service teacher-training curricula should incorporate the gender issue
- the role of female models should be promoted
- the role of gender should be coordinated within schools as organizations and be integrated into project-orientated activities
- the gender issue should be dealt with in other European programmes.

6. Community assistance was also given in 1990 towards the following:

- . The completion of the third and final phase of the project "Equal Opportunities in education - the role of informal out-of-school initiatives", with the publication of two reports: "Equality manual for schools" and Pupil's note". The project had been carried out by the Centre for Research on European Women (CREW) in Belgium.
- . A research project "Education for Life or Schooling for work?" involving the UK and Denmark. The project aims to produce a video which will present a range of examples of good teaching practice aimed at enabling girls to develop career identities, and high self-esteem, and to be in control of their own lives
- . An action-research project in the UK on equal opportunities in educational institutions. The project focuses on gender and race. It aims to analyse research data on a cross-section of individuals who have been promoted.
- . An action-research project in Denmark on girls and new technologies in secondary schools
- . A seminar in Brussels to disseminate the results from the action-research project on equal opportunities in primary

education for girls of foreign origin. This action-research project was carried out by the "Institut de Recherche et de Formation pour l'Education et la Communication" (IRFEC) from 1988 to 1989.

**(iv) INTEGRATION OF THE HANDICAPPED INTO NORMAL SCHOOLS**

1. On 13 May 1987 the Commission published a Communication concerning the integration of disabled children and adolescents in the normal school system<sup>1</sup>. Following on from this, Conclusions on a programme of European cooperation in the educational integration of handicapped pupils<sup>2</sup> were adopted by the Council and Ministers of Education at their meeting on 14 May 1987. The programme, targeted at some of the over 30 million people affected by disabilities (some 10% of the total Community population) to offer them additional chances for success, encompasses four major themes:

- the relationship between special education and integrated situations in mainstream education;
- teacher training and parental participation;
- the development of education curricula and methods;
- the study of the social and physical barriers to the integration of handicapped persons.

2. In April 1988 the Council adopted the HELIOS programme (1988-1991)<sup>3</sup> which aims to promote the economic and social integration of the handicapped. Within the framework of HELIOS several networks for the exchange of experience between local pilot schemes have been set up. For the 1988-89 school year the network in the field of school integration focused on the theme "learning environment" (teaching methods and organization of learning; in 1989-90 the theme was special education in integrated situations, while in 1990-91 it was the relationship between parents and teachers. In the remaining year, the focus will be on school life as a whole. Twenty-one projects throughout the 12 Member States have been supported, including study visits, conferences and specialized seminars.

3. Since 1984 the Commission has convened regularly a Working Party of national officials responsible for the coordination of national policies on the school integration of handicapped children. Meetings were held in Brussels in June 1990 and in Cagliari during October 1990, in conjunction with the Second European Conference on Education and Handicap. Heads of the local pilot activities were also invited. In addition, joint

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<sup>1</sup> COM (87) 94 final

<sup>2</sup> OJ C211 of 8.8.1987

<sup>3</sup> OJ L104 of 23.4.1988

discussions were organized with the European Community Liaison Group on Disability to ensure coordination between work in the field of education and other sectors such as training, employment and independent living.

4. In 1988 the Commission established a team of experts to assist in the implementation of HELIOS. Through the network of local pilot initiatives and also the network of centres for the vocational training and retraining of the handicapped, in existence since 1975, the Commission aims to give added value to national efforts and achievements by promoting innovation, increasing exchange of experience and intensifying the dissemination of information on successful experiments.

5. The network on the school integration of the handicapped was very active in 1990. A total of 33 study visits was carried out between the different Local Pilot Activities and by the HELIOS Group of Experts. A three-day residential seminar was organized in Paris to enable further exchanges of experience amongst the leaders of the Local Pilot Activities and the HELIOS team of experts. In addition, the HELIOS Group of Experts produced a video showing the actions taken by the Local Pilot Activities of the school integration network, which was disseminated to the leaders of all Local Pilot Activities.

6. Information exchanges are assured by the Commission with the assistance of EURYDICE and HANDYNET. HANDYNET was set up under the first action programme for the handicapped in 1985 to deal with the exchange of information and experience, and promote cooperation between the Member States on the social, cultural and economic integration of the disabled. HELIOS now also includes a network of centres for the vocational training and retraining of the handicapped. It has two basic functions : to establish an on-line multilingual data base throughout the Member States on technical aids for the physically disabled; and to develop education integration models, including software packages. The latter activity, also known as HANDYCOURSE, is carried out in cooperation with EURYDICE. Two meetings of experts were convened in 1990 to speed up the establishment of the HANDYCOURSE data base.

7. Since the adoption of HELIOS, the Commission publishes an information bulletin concerning the three axes of the HELIOS programme - school integration, the employment of handicapped people and independent life in an open society. Four bulletins were published in 1989 and 1990.

8. The first annual conference on Education and Handicap in the framework of the HELIOS programme was held in Rotterdam in October 1989. A document containing the interventions and conclusions of this conference was published at the beginning of 1990. The Second European Conference on Education and Handicap was held in Cagliari, Sardinia in October 1990, with the cooperation of the Commission, the Italian Ministry of Education and the autonomous Region of Sardinia. It is planned to publish the proceedings by the Spring of 1991.

9. On 31 May 1990, the Council and Ministers of Education meeting within the Council adopted a Resolution concerning integration of children and young people with disabilities into ordinary systems of education<sup>1</sup>. They agreed to intensify, where necessary, their efforts to integrate or encourage integration of pupils and students with disabilities, in all appropriate cases, into the ordinary education systems. The report on the implementation of the HELIOS programme, due in July 1992, will also cover progress made on the implementation of this Resolution. This Resolution also commits the Commission to ensuring fuller participation of people with disabilities in all the activities and programmes which it supports in the areas of education, training and youth policy.

(v) EDUCATION OF THE CHILDREN OF MIGRANT WORKERS

1. The Council Directive<sup>2</sup> on the education of migrant workers' children, adopted in 1977, imposed three main obligations on host Member States in relation to the children of Community migrants: the provision of free tuition to facilitate initial reception, including in particular the teaching of the official language of the host country; the training and further training of teachers who provide this tuition for all migrant children; and the promotion in cooperation with the State of origin, of the teaching of the mother tongue and culture of migrant children. A statement made by the Council at the time of the Directive's adoption expressed the political will of Member States to seek to achieve the aims of the Directive with regard to all children irrespective of country of origin. The Commission's second report on the implementation of this Directive was presented to the Council and European Parliament at the end of 1988<sup>3</sup>.

2. As part of its Education Action Programme, the Commission has, in cooperation with Member States, supported a series of pilot experiments, colloquia and meetings of experts on the education of migrants' children. Pilot experiments in progress in 1990 or recently completed focus on the following themes :

- improving the integration of migrant children into preschool, primary and secondary education;
- the development of curricula and teaching material for mother tongue teaching;
- tuition for migrant children returning from abroad;
- teacher training.

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<sup>1</sup> OJ C162 of 3.7.1990

<sup>2</sup> Council Directive 77/486/EEC of 25.7.1977, OJ L199 of 6.8.1977

<sup>3</sup> COM (88) 787 final

Without relinquishing the aim of achieving equality of opportunity for migrant children, the more recent projects have increasingly aimed to provide intercultural education for all children.

3. At present, a total of 7 projects are being supported by the Commission. Amongst these, a British teacher training project based at the University of Nottingham, UK has been successfully promoting teaching strategies for multilingual primary classrooms, and preparations are now being made to disseminate the results of the project more widely. In particular, a teacher training video is being prepared to enable local authorities throughout the country to benefit from the results of this project when training their teachers to meet the requirements of the newly established National Curriculum. A project based at the University of Leiden, the Netherlands, is presently completing a wide-ranging set of materials for the teaching of history in an intercultural perspective. The possibility of including these in the history syllabus of the Dutch secondary school leaving examinations is being examined.

A project based in Dutch-speaking primary schools in Brussels completed its four-year term in 1990. Pupils participating in the project obtained better results in the entrance examinations to secondary schools, and the model adopted by the project has consequently been extended to a number of French-speaking schools in the Brussels area.

4. Apart from the above-mentioned new wave of interest in intercultural education, a new emphasis has been put on ensuring the widest possible use of the results and findings of projects which were considered successful. Also, the Commission encouraged projects to strengthen cooperative links across the Community and to seek broader-based ways of exchange of experience between projects in different Member States.

5. In this context, the Commission has supported three international conferences in 1990, in the Netherlands and in the Federal Republic of Germany. Two of these conferences addressed issues concerning language education in multi-lingual contexts, and the third discussed strategies to combat racism in a democratic Europe. The latter attracted much attention in the German media and has already led to a series of follow-up exercises sponsored, among others, by the Protestant churches of Germany.

6. The Commission has also supported the compilation and publication of a series of annual bibliographies on "Migration and Intercultural Education in Europe" which documents the relevant literature from all Member States of the Community. The volumes for the years 1987 and 1988 have been published, the volume for the year 1989 is in preparation.

7. The Commission convened one meeting of senior civil servants from all Member States with responsibility in the area of the education of children from linguistic minority backgrounds in

1990. The role of this group is to advise the Commission on the future development of its programme of pilot projects and to improve conditions for the implementation of the programme's results. Plans are presently being examined in this group to strengthen coordination and to give more structure to the programme of projects by setting up small groups of parallel projects in several Member States.

8. The ECCE (European Communities Comparative Evaluation on Intercultural Education) group of experts from Member States set up in 1986 to carry out an independent comparative evaluation of pilot experiments completed its work during the first half of 1989. A publication on the findings of this evaluation will appear early in 1991 under the title "Breaking the boundaries". An updated inventory of the pilot projects supported by the Commission was also produced in 1989. This is now being disseminated in a number of the official languages of the Community under the title "Summary of Pilot Schemes: School provision for the children of migrant workers and intercultural education".

(vi) EDUCATION OF CHILDREN WHOSE PARENTS HAVE NO FIXED ABODE

1. The European Parliament had on several occasions in the past drawn the attention of the Commission and the Council to the difficulties faced by parents without fixed abode in ensuring the education of their children.

Education of Gypsy and Traveller Children

2. A comprehensive study on the educational situation of the children of gypsies and travellers throughout the then Community of 10 Member States was carried out between 1984 and 1985 with Commission support. This study is available in English, French, German, Italian and Spanish from the Office for Official Publications of the EC<sup>1</sup>. It was widely acclaimed throughout the Community, and has now been complemented by studies on Spain and Portugal; the publication of the latter studies is now in preparation. On the basis of all these studies, the Commission has organized a number of high-level exchanges of views on this matter in the Community. Following repeated debate in the Education Committee, the Council and Ministers of Education meeting within the Council on 22 May 1989 adopted a Resolution on the education of gypsy and traveller children<sup>2</sup>.

3. This Resolution recognizes that the language and culture of gypsies and travellers are part of Europe's common cultural heritage and suggests a number of measures to be taken both at Member State and Community level. In July 1989 the Commission supported a one week seminar in Carcassonne, France, where around 50 participants from 10 Member States discussed possibilities to

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<sup>1</sup> ISBN 92-825-7550 Office for the Official Publications of the European Communities. Catalogue n° CB-47-86-042-EN-C

<sup>2</sup> OJ C153 of 21.6.1989



develop positive action throughout the Community. A report of this seminar was published early in 1990. A similar seminar will be organized in Madrid in April 1991, in cooperation with the Spanish Ministry of Education and Science. This seminar will be targeted at teachers from the European gypsy community; it will aim to sensitize the teachers to issues of intercultural education and will examine models of cooperation with gypsy parents.

4. A liaison bulletin available in English and French will be launched early in 1991, aimed at improving the flow of information between teachers and educational administrators in the Community who are professionally involved in the education of gypsy children.

#### Education of Children from Vocationally Mobile Families

5. Another study was launched in 1985; one part provides a picture of the educational situation of children of rivercraft and circus people, and the other part of fairground people and travelling merchants. This formed the basis of discussions held by the Commission on this subject, and, following discussions in the Education Committee, led to a Resolution on the education of children of occupational travellers also being adopted by the Council and Ministers of Education meeting within the Council on 22 May 1989<sup>3</sup>. A Community-wide conference on this theme, to examine the scope for action and to chart the way ahead for setting up the structures at Community level authorized by the Resolution, was organized by EFECOT (European Federation for the Education of Children of Occupational Travellers) with the support of the Commission in Blankenberge, Belgium in December 1989. The report of this conference was printed at the end of 1990.

Condensed versions of the above-mentioned studies which had been produced with support from the Commission have now been published in English, French, Dutch, German and Spanish. They are available from EFECOT.<sup>4</sup>

6. In cooperation with the Commission and the Ministry of Education of the Dutch Community of Belgium, EFECOT has set up networks of pilot projects in several Member States, aimed at improving mobile pre-school education for rivercraft families, and at developing vocational training for young people from fairground backgrounds. A feasibility study on a computerized system of educational follow-up is under way, with experimental implementation in a number of selected educational establishments planned for 1991.

7. The first issue of a liaison bulletin, to be obtained through EFECOT, appeared in December 1990.

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<sup>3</sup> OJ C153 of 21.06.1989

<sup>4</sup> 42/10, rue de l'industrie, B-1040 Brussels

(vii) MEASURES TO COMBAT ILLITERACY AND SCHOOL FAILURE

1. On the basis of a report on progress achieved in the fight against illiteracy at Community and Member State level, the Education Council of 14 May 1987 adopted a Community programme to combat illiteracy<sup>1</sup>. The report had been drawn up by the Commission with the assistance of the Working Group of national officials and experts set up to support the efforts of the Member States in the field on the basis of measures adopted to combat illiteracy by the Education Council of 4 June 1984.

2. In the framework of activities for the socially disadvantaged, the Commission has supported a network of 17 action research projects set up in the 12 Member States in September 1988. These completed their activities in 1990. They encouraged innovation in the field of illiteracy and more particularly illiteracy prevention centred on the role of the school and education in economic and social development.

The projects were set up in disadvantaged urban and rural areas. Schools and other institutions working in partnership were located in environments of poverty, poor housing, high unemployment and marginalized young people and adults.

One of the priorities from the outset was to maintain close links between the different projects and to encourage permanent exchanges of experience between them.

Projects had a significant impact on the image of educational establishments and their management, and on national policies aimed at preventing school failure.

3. In the framework of the United Nations' International Literacy Year, the Commission organized a colloquium on the prevention of functional literacy in Brussels in May 1990. This colloquium brought together 180 participants, around one hundred of whom represented the various partners who had worked on the 17 projects mentioned above.

At the opening session, Commissioner Papandreou emphasized the ever-closer link between illiteracy, poverty and long-term unemployment.

Project coordinators organized an exhibition of published documentation and various material developed during their work.

4. On the occasion of the World Conference "Education for All", organized under the sponsorship of UNESCO in Thailand from 5 to 9 March 1990, the 12 Member States presented a Common Position on the two themes of the Conference: "World declaration on education for all" and "Action framework for responding to basic educational needs". This Common Position was presented by the

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<sup>1</sup> OJ C 211 of 8.8.1987

Irish delegation which held the Council Presidency at that time.

The Common Position welcomed the Conference's aims concerning the key role of education in ensuring the development of human resources and the need to improve basic education. With regard to the need to encourage a maximum number of people to participate in basic education, it stressed the importance of qualitative criteria such as initial and in-service teacher training.

5. The Commission has compiled a Handbook on the prevention and remedy of illiteracy in the Community. The Handbook is intended to be a working and reference tool for all those involved in fighting illiteracy. It contains 54 examples of good practice in the 12 Member States.

The document has so far been published in French, Dutch, Spanish and Portuguese. German, Italian, Greek and English versions will be published shortly.

(viii) LINGUA (COMMUNITY ACTION PROGRAMME TO PROMOTE FOREIGN LANGUAGE COMPETENCE IN THE EUROPEAN COMMUNITY)

1. Knowledge of foreign languages is a key factor in cultural, economic, technical and scientific cooperation between the citizens of Europe as well as in the creation of a People's Europe and the achievement of the Internal Market in 1992. The LINGUA programme, the action programme to promote foreign language competence in the Community, has been set up to serve this objective. It was adopted by the Council Decision of 28 July 1989<sup>1</sup>, with an estimated budget of 200 million ECU for the 5-year period 1990-1994.

2. The aim of the LINGUA programme is therefore to promote a quantitative and qualitative improvement in foreign language competence with a view to developing communication skills within the Community. The programme consists of a series of measures to be implemented by the Commission in order to support and complement Member States' policies and schemes. These measures are:

- support for the in-service training of foreign language teachers and trainers (Action I);
- support for foreign language learning in higher education, in particular to develop the initial training of foreign language teachers (Action II). This Action complements the one undertaken in the ERASMUS programme, and is run in close coordination with it;
- the promotion of foreign languages used in work relations and

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<sup>1</sup> OJ L239 of 16.8.1989

economic life (Action III), particularly in support of language training for small and medium-sized enterprises;

- support for the development of exchanges for young people undergoing professional, vocational and technical education (Action IV);
- complementary measures consisting in particular of support for structures to coordinate and implement the programme, associations and consortia working at European level to promote the objectives of the LINGUA programme.

Priority has been built into the programme in favour of the teaching and learning of the least widely used and least taught languages of the Community.

The languages covered by the programme are Danish, French, German, Greek, Irish, Italian, Luxemburgish, Portuguese and Spanish - when taught as foreign languages.

3. The Commission is assisted in the implementation of the programme by a Committee comprising senior officials and experts from the Member States. The Committee met three times in 1990, twice in Brussels and once in Dublin.

Where Action II is concerned, the LINGUA Committee is working in close liaison with the ERASMUS Advisory Committee.

The main achievements in 1990 were:

- the publication of the Applicants' Guide in nine languages;
- the setting up of National Agencies in all Member States to coordinate the decentralized operations;
- the support of pilot projects under the five Actions of the programme.

Two working parties have also been established, one bringing together the Heads of the LINGUA National Agencies, the other experts on LINGUA Action III. These working parties both met on two occasions in 1990.

Following a Call for Tenders<sup>1</sup>, the Commission invited a consortium composed of the British Council, the Centre International des Etudes Pédagogiques in France and the Goethe-Institut, to provide technical assistance to the Commission and first-hand information for all target groups. This consortium took over responsibility for the "LINGUA Bureau" on 1 November 1990.

4. 1990 has essentially been a year of preparation as few grants were available. There were more than 2000 written

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<sup>1</sup> OJ C207 of 12.8.1989

requests for information addressed to the technical support team, 27 project proposals under Action III and V, and 5 applications for study visits. Under Action II, which is organized in conjunction with the ERASMUS programme, there were 164 applications for ICP support for the academic year 1990-91 (79 of which were accepted) and 31 applications for study visits.

(ix) MEASURES TO SUPPORT LESSER USED LANGUAGES AND CULTURES

1. A Resolution "on the regional and ethnic minority languages and cultures of the European Community" was adopted by the European Parliament on 30 October 1987<sup>2</sup>. Further to the Resolution of October 1981 on a Community Charter of regional languages and cultures and of ethnic minorities' rights<sup>3</sup>, the 1987 Resolution includes, in particular, guidelines for Community action in the area of cultural and educational policy. Since 1983 the European Parliament and the Council have provided for an article in the Community budget for the Commission to implement the programme contained in the Resolution of October 1981. From 100,000 ECU in 1983, the budget was 1,1 million ECU in 1990.

2. The Commission supports activities in favour of regional languages and cultures carried out in collaboration with the European Bureau for Lesser Used Languages, an independent body with its headquarters in Dublin, Ireland, and national committees in Belgium, Denmark, the FRG, Spain, France, Ireland, Italy, the Netherlands and the UK, which receives financial support from the Commission and grants from the Irish and Luxembourg governments.

The Bureau's Council meets annually with the Commission's services and its executive secretary regularly attends the meetings of the "minority languages and cultures" intergroup set up within the European Parliament. The specific actions of the Bureau include, inter alia, the publication of "Contact", a newsletter, and the organization and administration of study visits.

3. The following activities were supported in 1990:

- bilingual education pilot experiments, involving the teaching of lesser used languages in pre-school and primary education, the development of teaching methods and materials, and the initial and in-service training of teachers;
- cooperation with the media;
- exchanges of information, views and experience, including a series of colloquia, conferences and workshops;
- a programme of study visits, involving 76 people promoting lesser used languages, who visited various regions with minority languages and cultures in 7 Member States;
- the continuation of a network of information and documentation

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<sup>2</sup> OJ C318 of 30.11.1987

<sup>3</sup> OJ C 287 of 9.11.1981

centres on Community regional languages and cultures under the name of MERCATOR. The Commission held meetings with those responsible for the network in 1989 and 1990. The MERCATOR team at the Fryske Akademy, the Netherlands, functioned as the coordinating centre, and in 1990 published a Guide to organizations providing information in lesser used languages. From 1991 the MERCATOR network will be coordinated by the European Bureau in Dublin and will be open to all Centres who wish to participate in it and are equipped to do so.

4. The report concerning linguistic minorities in Spain, Greece and Portugal, completing the study on "Linguistic minorities in the European Communities" prepared by the Istituto dell'Enciclopedia Italiana in 1986, was completed by Barcelona University and has now been published. This report is available in English, French and Spanish<sup>1</sup> from the Task Force, Human Resources.

5. A report on Community activities in the field of lesser used languages for the period 1983-1989 has been prepared for the European Parliament and will be published by the European Bureau in 1991.

**(x) PROMOTION OF THE EUROPEAN DIMENSION IN SCHOOLS**

1. Union among the peoples of the European Community can only be achieved if its citizens understand something of political, social and cultural life in other Member States. If young Europeans are to be informed about the goals of European integration and the way the Community institutions act, the European dimension must be part of their education.

2. Two important events have given impetus so far to the Commission's efforts to promote the European dimension in schools: an agreement was reached by the Ministers of Education on 3 June 1985 to enhance the European dimension in education<sup>2</sup> and the report of the ad hoc Committee on a People's Europe was adopted on 28 and 29 June 1985 by the Heads of State and Government which reiterates this agreement<sup>3</sup>. The Education Committee was asked to submit a report on progress in this field every two years, and presented an interim report to the Education Council on 14 May 1987. The Ministers of Education took note of this and requested the Education Committee to present a final report in 1988. The Subcommittee on the European dimension, set up by the Education Committee in June 1986, finalized its report and on 24 May 1988 the Council and Ministers of Education meeting within the Council adopted a Resolution on the promotion of the European dimension in education<sup>4</sup>.

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<sup>1</sup> Publication N. CM-59-90-677-FR-C

<sup>2</sup> European Education Policy Statements, ISBN 92-824-0471-4

<sup>3</sup> SN 2536/3/85

<sup>4</sup> 9579/88 Presse (83)/OJ C 177 of 6.7.1988

3. The Resolution seeks to increase young people's information and understanding about the Community through a series of concrete measures over the period 1989-92, in such areas as curricula, teaching material, teacher training, and contacts and meetings between pupils and teachers of different Member States. The Commission provides support for cooperation and exchange of information in this area. It is assisted by a Working Group of representatives from the Member States who have met twice a year on average since 1989.

4. In May 1990, the Commission held the first meeting of coordinators of the European Network of Teacher Training Institutions, which was set up as an immediate outcome of the first European Summer University for Teacher Trainers, held in Nijmegen, the Netherlands, in October 1989. This network is composed of the sub-networks of over 80 teacher-training institutions across the Community and aims to improve the introduction of the European dimension in their curricula, as well as to promote the mobility and exchange of student-teachers. The Commission was assisted in the coordination of the network by the European Community Youth Exchange Bureau.

5. The Commission held the second European Summer University for Teacher Trainers in October 1990, in Frascati, Italy, in cooperation with the Centre for European Education (CEDE), the Italian Ministry of Education and the Movimento di Collaborazione Civica (MCC). This event brought together over 50 representatives from teacher-training institutions and continued the reflection started at Nijmegen on the European dimension and European citizenship. As a result, further institutions joined the existing European Network and new cooperation projects were set up which aim to reinforce the European dimension in teacher-training curricula.

6. 1990-91 was the second year of the Secondary School Teacher Exchange Scheme, launched in 1989-90 following an initiative of the European Parliament. A budget of 600,000 ECU was again made available for the allocation of some 400 grants to Member States to encourage school teachers to spend a period of between three weeks and a month in a school in another Member State. This scheme aims to contribute to:

- the in-service training of teachers, by providing the teachers involved with the opportunity of becoming more aware of other teaching methods and of making contact with different professional or cultural priorities;
- the development of joint multidisciplinary projects, centred on concrete themes leading to the exchange of pupils and classes;
- the European intercultural dimension in the host school;
- the development of new forms of cooperation between schools, and the involvement of local/regional

authorities.

The Commission was also assisted by the European Community Youth Exchange Bureau in the organization of this scheme.

The administration of the scheme is decentralized to Member States, which have designated a structure responsible for administering the exchanges and for liaising with structures in other Member States and the Commission. The Commission held meetings of these National Agencies in February and December 1990.

7. In 1990 a budget line of 200,000 ECU was made available to support preparatory activities for "1992 Classes". The Commission has therefore provided support for a small number of school exchange projects of an innovatory and multilateral nature, and for the organization of a Conference on "School exchanges: present and future perspectives", which will be held in Barcelona in March 1991. This conference is to bring together representatives of schools already involved in school projects of various kinds and of those wishing to embark upon them, experts in the field of school exchanges, national representatives, and international organizations. The presentation of examples of good practice and the exchange of information and experience are expected to contribute to the creation of new school networks and the expansion of existing ones.

#### (xi) EUROPEAN SCHOOLS

1. The first European school was established at Luxembourg in 1953 for the children of the officials of the European Coal and Steel Community. In 1957 the future of this and later schools was secured by the Statute of the European Schools, a treaty signed by the Member States of the Community.

2. There are now nine schools. The schools, which are organized in primary and secondary departments, were set up to provide free education for the children of the officials of Community institutions or the European Patent Office. Other children may be admitted subject to the availability of places and the payment of fees. The schools are administered by a Board of Governors consisting of delegations from the Member States and the Community institutions. On 15 September 1990, there were 14,598 pupils in the European Schools, a rise of 373 compared with 1989, and 1,030 teachers seconded from Member States.

3. The only formal educational qualification offered by the schools is the European Baccalauréat, which is awarded only by the European Schools and should be distinguished from the baccalauréats of the various European countries. The Statute of the European Schools provides that the European Baccalauréat be recognized as equivalent to the diplomas awarded at the end of secondary education by schools in Member States, and hence that those who obtain it may seek admission to any university on the territory of the contracting parties.



The Board of Governors has decided to introduce, during the 1991-92 school year, an intermediate examination and corresponding diploma, the intermediate certificate, in all the schools in the fifth year of secondary education. The intermediate examination, which will be based on the subjects studied in the fifth year of secondary education and which will be compulsory for all fifth year pupils, is a test of general knowledge and aptitude for further studies.

4. The curriculum is centrally controlled by the Board of Governors. Teaching is carried out through the medium of nine languages - Danish, Dutch, English, French, German, Greek, Italian, Portuguese and Spanish. Pupils are members of a language section, normally that of their mother tongue, in which they receive a large proportion of their education. From the first primary year, a second language (first foreign language) chosen from English, French and German is taught by native speakers using a direct method. It later becomes a pupil's language of instruction. The proportion of lessons followed in the mother tongue is generally rather above 50% in the first three years of the secondary school and thereafter will vary between approximately 40% and 70% depending on the course choices made. Syllabuses are harmonized so that the same programme is followed - or a comparable programme - whatever the language of instruction.

5. In 1989, the Commission issued two Communications to the Council relating to the European Schools<sup>1</sup>. The first of these, also submitted to the European Parliament, suggested a number of changes in the statute of the European Schools. The second suggested making the unique educational experience of the European Schools available to mainstream schools in the Member States. Throughout 1990 work has continued on both Communications.

6. On 31 May 1990 the Education Council adopted a Resolution requesting that a draft Convention should be prepared, codifying the Statute of the European Schools, the Protocols concerning the creation of the European Schools signed in Luxembourg in 1957, 1962 and 1975, and the accession agreements concerning new Member States beyond the original six.

The Council also noted that the requirement for a unanimous vote on the Board of Governors of the European Schools could be replaced by a vote by a qualified majority of two-thirds. Eleven Member States and the Commission noted that the European Communities could, subject to the opinion of the European Parliament, become a contracting party to the Agreement establishing the European Schools alongside Member States.

The draft Convention<sup>2</sup> drawn up by the Commission has been sent

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<sup>1</sup> SEC (89) 1085 final of 1.9.1989

<sup>2</sup> SEC (89) 1585 final of 4.10.1989

to the Education Committee to be examined during its meeting of 13 and 14 February 1991.

7. With respect to the second Communication, a Conference on "Secondary Schools and European / International education in Europe: mobility, curricula and examinations" was jointly organized by the Commission and the Council for Cultural Cooperation of the Council of Europe, in close cooperation with the Council of the European Schools and with the International Baccalauréat Organization in Brussels on 21 to 23 May 1990. The aim of this conference was to bring together experts from organizations and schools directly concerned with European / International education in Europe in order to identify practices and models of European / International education which could be emulated by national schools with a view to facilitating the mobility of young people in Europe, and to examine existing initiatives of European / International structures, curricula and examinations in secondary schools.

The results and conclusions of this conference are now available in a report under the same title (in English and French). This report has been sent to the participants, experts, representatives of European and international organizations, and national education authorities. It is available from the Task Force Human Resources and from the European Unit of EURYDICE.

#### (xii) CONSUMER EDUCATION

1. Consumer education has been part of Community action for consumer information and protection since 1975 when it was defined as one of five fundamental consumer rights<sup>3</sup>. In 1979 a network of pilot schools was set up to experiment and test the best methods of education for the young consumer. The Resolution on consumer education in primary and secondary schools adopted by the Council and Ministers of Education on 9 June 1986<sup>4</sup> defines the Community action to be taken in the medium term in this field.

2. In several Member States (Belgium, Denmark, Spain, France, Ireland, the Netherlands, Portugal and the UK) the Commission has supported pilot experiments to train teachers in education for the young consumer. The results of these experiments were included in the Report on consumer education in primary and secondary schools published by the Commission in 1989<sup>5</sup>

3. In the framework of the Resolution of 9 June 1986, the Commission undertook to prepare an original teaching aid called the "Safety Pack", intended for the use of pupils between the ages of 11 and 16 (depending on ability). The Safety Pack exists in the nine Community languages and has been tested in several

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<sup>3</sup> OJ C92 of 25.4.1975

<sup>4</sup> OJ C184 of 23.7.1986

<sup>5</sup> COM(89) 17 final of 7.4.1989

schools in nearly all Member States. The results of this test are now available. They highlight both the need for teacher training when integrating a new subject, like security or consumer subjects into the curriculum, and the importance of promoting the development of teaching material for training teachers and for teachers to use in educating their pupils.

4. The Commission has supported various activities in Member States aimed at integrating consumer education into the curriculum. These have included the convention on young consumer's education signed in Clermont-Ferrand, France, between Consumer and Education Authorities, and the introduction of consumer education as a special subject in the curriculum in the Autonomous Region of Andalusia, Spain.

(xiii) ENVIRONMENTAL EDUCATION AND TRAINING

1. Since 1973 the Community's Environmental Action Programmes have underlined the importance of environmental education. In the 4th Action Programme (1987-92) and the Council Resolution of 19 October 1987<sup>6</sup> education and training are considered a priority area for Community action with regard to the environment.

2. A Resolution on environmental education was adopted by the Council of Ministers of Education on 24 May 1988<sup>7</sup>. According to the Resolution, the objective of environmental education is to increase public awareness of the problems in this field, as well as possible solutions, and to lay the foundations for a fully-informed and active participation of the individual in the protection of the environment and the prudent and rational use of natural resources. The Resolution underlines four guiding principles which need to be taken into account in order to achieve this objective:

- the environment as the common heritage of mankind
- the common duty of maintaining, protecting and improving the quality of the environment, as a contribution to the protection of human health and the safeguarding of the ecological balance
- the need for a prudent and rational utilization of natural resources
- the way in which each individual can, by his own behaviour, particularly as a consumer contribute to the protection of the environment.

It then outlines a series of actions to be taken at Member State level to achieve the introduction of environmental education in all sectors of education, including vocational training and adult education, and invites the Commission to promote the exchange of information, the improvement of documentation for teachers and

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<sup>6</sup> OJ C289 of 29.10.1987

<sup>7</sup> OJ C177 of 6.7.1988

pupils and the incorporation of environmental education into current activities.

3. To assist the Commission a working party of representatives of Member States has been constituted which met for the first time on 20 September 1990. At this meeting an extensive discussion was held on the Resolution and its implementation in the Member States. It was agreed that national reports on initiatives in environmental education would be prepared for the end of the year. The Commission will use these reports to develop comparisons between practice in Member States with a view to promoting the exchange of information and experience.

4. A new budget line dedicated to environmental education and training was introduced in 1990 to facilitate the Commission's work in this area. A range of projects have been promoted, selected on the basis of their pedagogical value, contribution to Community environmental issues and geographical coverage (number of Member States involved). They include the European Environmental Campuses (for students taking part in practical environmental projects for local authorities under the guidance of local academics); the development of environmental teaching aids; the development of networks of environmental education specialists; and a seminar on "Environmental Education: Ideas into Action" at Jordanhill College, Glasgow from 26 to 30 November 1990, with 60 environmental education specialists participating from all over Europe.

The Commission also began work on the production of a European Guide to institutes of higher education offering courses in disciplines concerned with environmental problems. This guide for the use of teachers, pupils, universities, industrialists and public authorities will be published during the course of 1991.

The Commission continued in 1990 to incorporate environmental education into programmes run by its Task Force Human Resources, including youth projects, the ARION scheme, and the ERASMUS and COMETT programmes.

5. In December 1990 the Directorate-General for the Environment submitted a report to the European Parliament's Environment Committee on the actions it had supported from 1982-89 in the environmental training field under the employment/environment budget line.

The report describes the results of studies undertaken on training needs in the period 1982-85 by sector - water management, pollution control in industry, agriculture, derelict land, urban renewal, countryside management and general public sector management. Findings show, inter alia, that there is a strong need for training in water management in Southern Member States and a sustained and systematic programme is needed to make farmers more aware of environmentally sensitive practices. The report also looks at concrete actions supported in the period 1985 to 89 - development of new training courses and materials, the exchange of experience and information, development of

networks and training centres, pilot and demonstration projects.

Finally, it outlines the objectives for future environmental training, including: the provision of sufficient numbers of trained personnel to implement policy and achieve efficient environmental management; the establishment of high standards of training and competence in the environmental field and the development of appropriate qualifications. The Commission should play a facilitating role vis à vis the Member States through identifying and monitoring training needs, encouraging high standards and promoting cooperation.

6. Specific environmental training actions have continued in 1990. These have included:

- a seminar on "Training for Environmental Impact Assessment" in May 1990 which reviewed and evaluated the state of EIA Training within the Community since 1985, identified future initiatives to train the trainers (such as developing the work of the EIA centre at Manchester University and the continuation of the Newsletter), and reinforced and deepened networking activities between EIA trainers within the Community
- a seminar on training in municipal waste management for Greek officials, held in Athens from 26 to 30 November 1990. This seminar has laid the foundations for the successful implementation of the second priority area of the ERDF Envireg programme - solid waste management - through the training of key Greek officials.

7. 1990 has also seen the Commission's activities in the environmental training field expand to Eastern and Central Europe. In the environment programmes for both Poland and Hungary major studies into training needs have been carried out and exchange programmes for environmental specialists started up. One of the seven priority areas of the TEMPUS Scheme is environmental protection and nine environmental programmes were supported in 1990.

In September 1990 the Regional Environmental Centre for Central and Eastern Europe was set up in Budapest with the support of the Commission's PHARE programme, the USA and other donors. One of the four priority areas of action of the Centre laid down in the Foundation Charter is environmental education and training. The Budapest Centre will serve as the Commission's focal point for cooperation in the area of environmental education and training with Central and Eastern Europe.

The Commission also developed in 1990 its cooperation in this field with international organizations such as the OECD and UNESCO.

(xiv) DISTANCE EDUCATION AND TRAINING

1. In March 1990 the Commission published a working paper,

"Distance Education and Training"<sup>1</sup>, which analyses the potential of open and distance learning, using the experience gained in existing Community programmes.

2. The Council and Ministers of Education meeting within the Council on 31 May 1990 held a discussion on distance education and training based on a Note of the Irish Presidency. This centered on the objectives, the priority areas and the practical measures of European cooperation, for the individual Member States and for the Community. Consequently the Council requested the Commission to prepare a Community initiative in the field of distance education and training, taking into account the different priorities of the Member States. To this effect, the Commission has consulted national experts in this field, representing the university sector as well as the sector of vocational and professional training.

3. The first meeting of senior officials/national experts on distance education and training took place on 1 and 2 October 1990 in Brussels. All Member States, except Luxembourg sent representatives, both from the university and the vocational education sector, and the Commission invited a number of experts to introduce the different topics on the agenda and to contribute to the discussions.

Participants exchanged information on distance education and training in their different Member States and investigated the potential given by new media for transnational cooperation. They concluded that the exchange of information and knowledge should be intensified and, to this end, drew up a list of topics which could form the subject of such exchanges.

It was agreed that a second meeting, to be held in February 1991 would focus on the demand for distance learning in the Community, particularly in SMEs and disadvantaged regions. It was also agreed that the delegates would provide additional information on national initiatives and priorities for the development of open and distance education and training. For this purpose a questionnaire had been prepared and distributed by the Commission.

4. In its 1987 Resolution on Open Universities in Europe, the European Parliament requested a report on Higher Distance Education in the Community. The report "Higher Distance Education in the European Community : the mapping of a European Open University Network" has been prepared by the Commission, in collaboration with an expert from the European Association of Distance Teaching Universities (EADTU). The report describes the different aspects of Open University education.

The following documents have been produced as annexes to the report:

- . The Directory of Open Universities in Europe
- . The results from the enquiry  
"National priorities of the Member States for the development of open and distance education and training".

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<sup>1</sup> SEC 90/479

The report is scheduled to be presented to the European Parliament in 1991.

5. Several study projects were initiated in 1990. These include:

- . Three complementary studies on the use of distance education for continuing and professional education and training, in particular for SMEs.
- . "The potential of higher distance education and training for SMEs." This study, initiated at the request of the OECD, will fit in to the wider OECD study : "Higher education and Employment". It is meant to provide a qualitative and quantitative analysis of the effectiveness of higher distance education for SMEs, including a comparative costs' analysis of media use, and examples of good practice.
- . "The potential of open and distance learning for SME's in the peripheral European countries". SMEs in Portugal, Spain, Italy, Greece and Ireland have specific needs for training at all levels, but in particular related to the implementation of new technology and the introduction of modern management methods. This study aims to provide an overview of these specific training needs and looks at the capability of distance and open learning to respond to them.
- . "Skills needs and qualifications : the impact and effectiveness of higher distance education on enterprises." This study is complementary to those described above, and will give attention to theoretical and empirical insights concerning the forecasting of the supply of and demand for qualifications at higher education level. It will analyse the specific advantages of distance education and training for employers and employees, and will provide empirical data on student performance.

6. There is a need for an overview of the technology options for distance education and training, taking into account both short-term needs, and longer term possibilities. This should be based on an assessment of the functional requirements of European enterprises. In this context, in collaboration with Intercal Multimedia Skills (UK) a report on technology options is being prepared. This is expected to comprise the following :

- a description of the main functional requirements for distance/open learning technology
- an inventory of distance learning technologies and expected developments over time
- a summary of the main "backers" per technology (both manufacturers and users)
- a description of the main application areas, standardization, software development/authoring and cost-benefit issues
- an analysis of strengths and weaknesses per technology in view of the functional requirements
- case studies

- a summary of the technology options and choice criteria
- implementation scenarios and critical success factors.

An Arcade related to the Report on Technology Options will be held on the occasion of the Athen's Conference "A multimedia approach for education and training" (26 to 27 September 1991), to demonstrate the hardware and software aspects of the various new technologies for distance learning.

This Arcade is being organized in collaboration with the major computer and video producers (Philips, IBM, Apple, Sony, Matsushita, Olivetti) and producers of educational software. The publication of a manual (facts and figures) is foreseen.

7. Within the context of broader Community policy regarding the widening of access to information resources on education and training, the Commission is promoting the development of databases in the field of distance education and training, at national as well as European level. It is also considered important to link existing databases or networks, in order to avoid overlapping and to make information available on a transnational scale, based on agreements between the interested parties concerning common formats and standards.

8. Several existing Community programmes already comprise activities relating to distance education and training.

The LINGUA programme challenges the education systems to increase the linguistic competence of young people and employees all over Europe. The Commission has supported an important Conference on distance language teaching, "Babel à Domicile", organized by EADTU in Paris in May 1990.

The COMETT programme makes an important contribution to the Open and Distance Learning Universities by promoting the cost-effective production of open learning materials and courses for industry, and the development of models for training partnerships between Open and Distance Learning Universities. In this context COMETT II is funding the pilot project "the European M.B.A." of the consortium established by EADTU, EUROPACE, EUROSTEP, and SATURN.

The Open Universities are an important element of the cooperation with Central and Eastern Europe. An operational plan for the TEMPUS scheme has been developed at a "Pan European Conference" in Budapest, supported by the Commission. The establishment of European Study Centres in the major cities of the Central and Eastern European countries will be the cornerstone of a long-term plan of action.

The second phase of EUROTECNET will build on the experience of the first phase in which the network of 130 demonstration projects had already provided extensive exchange of experience about the potential of distance training in the vocational training sector. Training methodologies based on distance approaches will therefore also figure significantly in the



continuation of the programme.

Through the DELTA Programme, the Community has been pursuing relevant research on the future potential of technological development for learning purposes. Open Universities are active in 12 of the 30 DELTA projects underway. The third R&D Community Framework Programme will support the continuity of the activities that are being carried out in the field of Distance Learning, that is, the "Enabling Technologies" activities and the "Management of Intellectual Resources".

9. On 3 October 1990 a European workshop on "Telematic networks for distance education and training (Electronic University)" was jointly organized by the Task Force Human Resources and the DELTA office. About 100 participants from universities, industry and the Commission attended the workshop which aimed to analyse requirements and options for future research and development activities in the field of telematic systems. It also provided an opportunity for suggesting possible and desirable links between Community education and training programmes (ERASMUS, LINGUA, COMETT, TEMPUS, EUROTECNET, FORCE) and those concerned with the research and development of technology for training, such as DELTA.

10. At the initiative of the Commission and under the auspices of the Greek Ministries of Education and Religion and of Labour, the SATURN Association and the ERT, (Greek Radio and Television Broadcasting Company), with the support of SEV (the Association of Greek Industries), are organizing a European Conference on "A multimedia approach for education and training : the case of the EC remote areas" in Athens on 26 and 27 September 1991.

11. In December 1990 the Commission presented to the Council and the European Parliament a Communication "Towards Trans-European Networks for a Community Action Programme"<sup>2</sup>. This underlines the need for genuinely trans-European networks (physical infrastructures, services and legal arrangements) to back up the free movement of goods, services, capital and persons if all the economic and social effects of the Internal Market are to be generated. The need is particularly strong in four areas: transport, telecommunications, energy and vocational training.

One of the priorities in the area of vocational training in the Communication is distance training. The proposed actions are as follows:

- organizing a network of the dynamic centres of distance training which have emerged in the various Community training programmes
- carrying out joint and networked pilot projects, making full use of information and communication technologies
- expanding the transnational distance education and training systems which have been tried out in a particular sector of

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<sup>2</sup> COM (90) 585 of 5 December 1990

- activity or a particular geographical area
- stimulating the development of television programmes on education and training.

### III. RELATIONS WITH ORGANIZATIONS REPRESENTING TEACHERS, TEACHER TRAINERS, THOSE INVOLVED IN EDUCATIONAL ADMINISTRATION AND PARENT SCHOOL ASSOCIATIONS

1. European Associations are to a growing extent involved in the activities and work programme of the Commission and an increasing number of new associations are being created at a European level.

With the support of the Commission and the assistance of the Association for Teacher Education in Europe (ATEE), 11 major European associations in the field of education and training joined, on the occasion of a seminar in Leuven, Belgium on 8 and 9 November 1990, to create the Permanent Liaison Committee of European Associations in Education (PLEASE). The aims of PLEASE are: to create a place of concertation where European associations in a spirit of complementarity can meet and exchange ideas and can coordinate their activities; to act as an advisory and consultative body in the fields of education and training to all European institutions; to set up joint collaboration, actions and activities which will enhance the European dimension in education and training; and to stimulate the flow of information on all aspects of education and training.

PLEASE hopes to be able to stimulate at Community level a European Forum on education where all educational partners can meet and within which European Associations in the field of education can be granted officially a consultative status.

2. As in previous years, in 1990 the Commission was represented at the annual conferences of and strengthened its relations with the European Trade Union Committee for Education (ETUCE). In addition, regular meetings have been held between the Commission and representatives of the ETUCE to ensure the regular exchange of information on policies and activities. Representatives of the Committee have also met the Minister of Education acting as President-in-office of the Council prior to the various Council meetings.

In the context of cooperation with teachers' trade unions, the Commission has provided financial support for conferences and colloquia, inter alia for a colloquium on the European dimension in education which took place in Brussels from 29 to 31 October 1990 and was opened by Commissioner Papandreou. Teachers and teachers' unions also hold an increasing number of meetings to discuss perspectives and consequences of the Internal Market with regard to their status.

3. The Commission continued to support a number of the activities of the Association for Teacher Education in Europe (ATEE), particularly in a variety of projects put forward by its working groups, in such areas as equality of opportunity between boys and girls in education, the integration of the handicapped, the development of the European dimension in teacher training, the training of teachers in vocational education, and others. Apart from the ATEE's annual General Conference in Limerick,

Ireland, on the theme "Teacher Education in the 1990s: towards a new coherence", the Commission supported, inter alia, the ATEE's second Summer University on the European dimension in education. In this way, the Commission intends both to aid the development of activities useful in the sectors concerned, and also to contribute to the general aim of increasing knowledge and understanding in each Member State about the education systems of other Member States. Here, as in general through its activities in the field of education, the aims set out in section (i) of Chapter II underpin specific activities.

4. The European Secondary Heads Association (ESHA), founded in 1988, has continued to meet with success. It held its second General Conference, with the main theme "Education and Industry in Partnership" in Bath (UK) in November 1988. The Commission welcomes the enthusiastic involvement in its activities which have sometimes led to the creation of new associations, such as EURO-ORIENTATION in the field of guidance and counselling, and to the reinforcement of existing ones.

5. The Commission continued to give assistance in 1990 for the activities of the European Parents' Association (EPA), formed in 1985 by various parent and parent-teacher associations. These included an EPA seminar on the European dimension in education in Estoril from 25 to 28 October 1990.

6. The Commission also continued its contacts and cooperation with other associations, such as the European Teacher Association (AEDE), the European Forum for Educational Administration (EFEA), the International Association for the Evaluation of Educational Achievement, and the Confederation of Family Associations (COFACE).

#### IV. HIGHER EDUCATION

##### (i) COMETT: EUROPEAN COMMUNITY PROGRAMME ON COOPERATION BETWEEN UNIVERSITIES AND INDUSTRY REGARDING TRAINING IN THE FIELD OF TECHNOLOGY

1. COMETT 1, the Community Action Programme for Education and Training for Technology, was adopted by the Council Decision 86/365/EEC of 24 July 1986<sup>1</sup>. The Council Decision gave further impetus to activities related to the introduction of new information technologies in schools and in vocational training, and represented an important step in the strengthening of European cooperation between universities and industry. The COMETT programme was designed to contribute to the development of human resources and professional mobility in the context of achievement of the Internal Market and to complement the various research and development programmes introduced by the Community.

Following a preparatory year in 1986, the operational phase of the COMETT I programme lasted three years (1987-1989). During this period more than 1,300 projects were launched across the Community as a whole and the total level of Community support was over 52.5 million ECU. The projects supported under COMETT I led to the establishment of 125 university-industry consortia (UETPs: University/Enterprise Training Partnerships); more than 4,000 student placements within enterprises in other Member States; 232 fellowships for staff exchanges between universities and enterprises; and financial support for 329 joint continuing training projects and multinational initiatives to develop multimedia training systems. In addition, over 6,000 enterprises, 1,500 universities and 1,000 other types of organizations participated in the implementation of COMETT I projects.

2. COMETT II, the second stage of the programme, was adopted by the Social Affairs Council on 16 December 1988<sup>2</sup> with an initial budget estimate of 200 million ECU for a five-year period. COMETT II is not simply an extension of COMETT I but a deepening and broadening of the programme. The Decision re-emphasises COMETT's role as a Community Programme for advanced training for technology and its applications but places increased emphasis on changing skill requirements and regional needs. COMETT II came into operation on 1 January 1990 and aims to reinforce training in technology (particularly advanced technology), the development of highly skilled human resources and the competitiveness of European industry. The specific objectives of COMETT as set out in the Decision are:

. to improve the contribution of, in particular, advanced

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<sup>1</sup> OJ C222 of 8.8.1986

<sup>2</sup> OJ L13 of 17.1.1989

technology training at the various levels concerned and thus the contribution of training to the economic and social development of the Community;

- . to foster the joint development of training programmes and the exchange of experience as well as the optimum use of training resources at Community level, notably through the creation of transnational sectoral and regional networks of, in particular, advanced technology training projects;
- . to respond to the specific skill requirements of small and medium-sized businesses having regard to specified priority measures;
- . to promote equal opportunities for men and women in initial and continuing training in, in particular, advanced technology;
- . to give a European dimension to cooperation between universities and industry in initial and continuing training relating to technologies and their applications and transfer.

3. In order to meet its objectives, COMETT focuses on several inter-related areas of action, each of which constitutes a strand within the programme as a whole. These are:

- .Strand A: a European network of university-enterprise training partnerships (UETPs);
- .Strand B: transnational exchanges, comprising integrated student placements in industry in another Member State (Strand Ba), advanced student placements in industry (Strand Bb), and university-industry staff exchanges (Strand Bc);
- .Strand C: joint projects for continuing training in technology (particularly advanced technology) and for multimedia distance training, comprising short training courses (Strand Ca), joint training projects - including multimedia (Strand Cb), and pilot projects (Strand Cc).
- .Strand D: complementary measures (including preparatory visits)

The introduction of pilot projects based on more structured approaches and higher funding levels was finalized by the end of 1990, when the 32 projects invited to further develop their projects were to be judged. 30 of these have been accepted as pilot projects, of which 9 are probationary - accepted under specific conditions. The two which were not accepted as pilot projects are nevertheless funded under Strand Cb.

4. The Education Council of 22 May 1989 adopted a Decision authorising the Commission to negotiate the opening up of COMETT II to participation by the EFTA countries. The 1990 Call for Applications, the first under COMETT II, was a full and open call

which included the six EFTA states for the first time.

5. A total of 2,335 project applications were submitted in response to the 1990 Call for Applications, including 155 applications from the EFTA countries. The quality of applications received was at least as high as that under COMETT I with significant improvements in the Strand A (European network) consortia proposals, particularly at regional level, and with better geographical coverage in many countries. Many suitable new sectorial consortia were also proposed. An encouraging number of transnational student placements, especially from countries without a strong tradition of industrial placements, were received. Strand C (joint training projects) was once again an area where the applications demonstrated vast high-quality demand, well beyond the resources available. One of their striking characteristics was the extent of interaction with other Community programmes, both in the R&D field and in relation to other Community priorities such as regional development or energy. Links with some 50 other programmes were recorded, with ESPRIT, BRITE/EURAM and DELTA especially prominent. Also featured strongly were AIM, DRIVE, BRIDGE, ECLAIR, FLAIR, RACE, JOULE, and SPRINT.

In the first year of COMETT II, 158 UETPS have been accepted; 101 of these are regional UETPS, 47 are sectorial and 10 are mixed (regional/sectorial) UETPS. Raising the number of regional UETPS has led to an almost complete regional coverage in most of the countries. The sectorial UETPS involve a great variety of sectors.

The 244 accepted projects in Strand Ba (integrated student placements) will lead to the placement of 3,731 students in industry.

Only few Bb (advanced training placements) projects have been accepted (13 out of 99 proposed projects). The 66 accepted Bc (personnel exchanges) projects will enable 94 members of personnel to carry out a secondment in another country. Flows between universities, enterprises and other organizations were quite balanced across countries.

The 124 Ca (short training courses) and 190 Cb (joint training projects) projects represented a moderate part of the accepted projects. Nevertheless, their financial contribution is relatively high; 44% of the total budget available from the Commission in 1990 has been committed to these (exclusive of the pilot projects). As was already the case for COMETT I, a very large volume of applications under Strand C came from France and the UK.

Some 7,300 different organizations are involved in the COMETT projects accepted in 1990, including more than 3,800 enterprises (three-quarters of which are SMEs), some 1,400 universities or other higher education institutions and about 2,100 other types of organizations.

6. During 1990 the COMETT Committee, comprising two representatives of each Member State, and the EFTA Joint Committees have met on a number of occasions. These meetings have advised and assisted the Commission in the implementation of the COMETT Programme, in particular with regard to the general guidelines for the provision of financial assistance by the Community and the selection of projects.

The COMETT Experts Group has also met on a number of occasions to give advice on the selection and monitoring of projects supported. In addition, the COMETT Technical Assistance Office in Brussels has continued to assist in the practical implementation of the programme, and the network of COMETT Information Centres, one in each Community and EFTA State, has been active in the promotion of the COMETT programme - in particular through the distribution of the COMETT Vademecum and other COMETT publications.

7. The first external evaluation of the COMETT Programme which had been carried out by Coopers and Lybrand and the Science Policy Research Unit at the University of Sussex, was published in November 1989. In June 1990 the Commission launched a second Call for Tender for the external evaluation of COMETT, including the final phase of COMETT I, with reference to the formal programme objectives. It will focus on such issues as COMETT's support for university-industry cooperation within the context of regional development in the Community through the creation of university-enterprise networks, and within the sectorial context through industrial development and interaction with Community R&D. This evaluation should be completed by July 1991.

8. The Commission formally launched the second Call for Applications for COMETT II in October 1990, the closing date for applications being 14 January 1991. In contrast to the first Call of Applications under COMETT II, which was an open call inviting applications under all Strands, the second call was restricted to the COMETT II UETPs accepted in 1990. Proposals may be made under Strands Ba, Bc, Ca and D. The application documentation consisted of two basic documents:

- . a Vademecum (revised version) covering the programme as a whole (objectives, operational components, background).
- . an Application Package 1991 containing the guidelines for submitting applications as well as the application forms to be used.

The Commission, together with the Information Centres in the different participating countries, has organized a number of national meetings in order to prepare for the restricted Call for Applications 1991. Moreover, the Commission organized meetings to discuss the possibilities of sectorial networks in COMETT II in Brussels in November/December 1990.

9. Apart from the above-mentioned documents, the following were published by the COMETT Programme during 1990:



- . Development of COMETT - Report on Projects accepted in 1988
- . Catalogue of COMETT outputs (2nd edition)
- . COMETT Project Compendium (French version)
- . Directory of Projects - Projects supported under the fourth call for proposals 1989
- . 3 issues of the COMETT Bulletin (February, July, November)
- . various working documents related to the vast amount of project data

The COMETT Report of Activities 1989 was published in April 1990<sup>1</sup>.

10. Overall it can be said that submitted and accepted projects correspond more and more to the objectives of the programme. One significant achievement has been the considerable increase in industry involvement: it has gone from 42% of project partners in COMETT I to 57% in COMETT II. The number of SMEs concerned has also risen: 76% of all enterprises in COMETT II against 64% in COMETT I.

The tremendous response, which in financial terms is approximately equal to the total number of applications received throughout the entire 3-year period of COMETT I, confirms that the type of projects promoted by COMETT match the areas in which university and industry are increasingly interested.

(ii) ERASMUS (EUROPEAN COMMUNITY ACTION SCHEME FOR THE MOBILITY OF UNIVERSITY STUDENTS)

1. The ERASMUS programme adopted by the Council Decision (87/327/EEC) of 15 June 1987<sup>2</sup> was modified in 1989 by the Council Decision (89/663/EEC) of 14 December 1989<sup>3</sup>. The initial budget of 85 million ECU adopted for the first three years of its implementation (1987-89) was increased to 192 million ECU for the second phase (1990-92) of which the academic year 1990-91, the fourth operational year of the programme, marks the first year. ERASMUS is a permanent programme of the Commission and thus reflects the political commitment of the Community to long-term investment in university cooperation. Because of its transnational dimension, ERASMUS like COMETT, represents an important step towards the achievement of the Internal Market.

2. The ERASMUS programme centres on four lines of action: the establishment and operation of a European cooperation network between universities from different Member States; direct financial support for students pursuing a period of study at a university in another Member State, or for university staff to teach abroad or to undertake short visits (of up to four weeks); measures to improve the academic recognition of diplomas and

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<sup>1</sup> COM (90) 119 final of 11.4.1990

<sup>2</sup> OJ L166 of 25.6.1987

<sup>3</sup> OJ L 395 of 30.12.1989

study periods in another Member State and credit transfer; and complementary measures such as information and support to associations.

To assist it in the implementation of the ERASMUS programme, the Commission has established the ERASMUS Bureau.

3. Within the framework of the Council Decision, an ERASMUS Advisory Committee has been set up to advise the Commission on the implementation of the programme. The Committee met on two occasions in 1990, in May in Brussels and in September in Ferrara, Italy, when it held very constructive debates on planning the second phase of the programme. In addition, a working group of this Committee met in July to study the implications of pluriannual funding to Inter-University Cooperation Programmes provided for in the second phase.

Representatives of the National Grant Awarding Authorities (NGAA), which are responsible for administering the allocation of student grants in close collaboration with the Commission, met twice in 1990, in May and November. An NGAA working group was also created and discussed the development of the NGAA's role in the second phase.

4. A budget of 60 million ECU was available for the ERASMUS programme in 1990-91, the largest amount the Community has ever devoted to an activity in the field of education; part of the budget was due to the initiative of the European Parliament whose support for the programme is unflinching.

5. The number of applications for 1990-1991 reaffirmed the growing trend of the first 3 years. There were 2,754 requests for support for Inter-University Cooperation Programmes, 24% more than in the previous year involving about 1,100 higher education institutions; the demand for student mobility has shot up by some 80%. The sum required to finance all applications would have been nearly twice the total budget available for 1990-1991. A better balance in the participation of Member States emerged, with a distinct increase in the number of applications from Greece and Italy. Demand was especially vigorous in subject areas which had faced problems in developing student mobility programmes in previous years, such as Art/Design and Education.

After the selection procedures - which included extensive discussions on the selection strategy appropriate to a situation where demand has grown at a far faster rate than the budget available - it was decided to accept 1,841 Inter-University Cooperation Programmes (ICPs) (against 1,507 in 1989-90) involving an estimated 44,500 students eligible for ERASMUS student mobility grants. This number results in:

- 1,631 student mobility programmes
- 316 teaching staff mobility programmes
- 104 joint development of courses programmes
- 130 intensive programmes.

The ICPs constitute what is called the European University network.

The total amount of financial support provided directly to universities was 15.64 million ECU, that is, an average of 2,400 ECU per university and 9,000 ECU per programme.

- . Student mobility: with the available budget of 33.5 million ECU for student grants, it is estimated that in practice around 30,000 students will receive financial support in 1990-91. This year was the first year that the Commission allocated 5% of the ERASMUS student grant budget to improve student flows to Member States still under-represented as host countries (FRG, Greece, Italy, Portugal) and to correct the effects of heavy demand in certain countries (Ireland, Belgium, UK, France).
- . Study visits: 961 requests for grants were accepted (out of 1,493 applications) by the Commission for a budget of 1.94 million ECU. The grants will allow teachers to visit higher education institutions in other Member States in order to prepare ICPs, to improve the content of their courses, to teach or to increase their knowledge of the respective education systems. With regard to the distribution of grants, particular attention was paid to the countries where inter-university cooperation needs to be strengthened (FRG, Greece, Italy and Portugal) and to the subject areas under-represented in the ICPs.
- . Support for university associations and for publications contributing to strengthening inter-university cooperation. A total budget of 458,000 ECU was distributed between 54 projects, of which 23 concern associations and 31 concern publications.

The results of the selection process confirm the rapid development of the programme, which has become the most important instrument for inter-university cooperation in the Community and has led to an impressive growth in student mobility between the Member States.

Grants and organizational support are also provided to ensure the smooth functioning and further development of the Community network of National Academic Recognition Information Centres (NARIC) (see section (iii)).

6. 1990-91 is the second year of implementation of the 6-year pilot project ECTS (European Community Course Credit Transfer System) which aims to provide higher education systems of the European Community with a mechanism for the transfer of academic credits from an institution in one Member State to that in another. Five subject areas have been selected by the Commission: business administration, history, medicine, chemistry and mechanical engineering.

Under the scheme, students who have studied at an ECTS partner

institution abroad may return to graduate with full credit at their home institution, go on to study at another partner institution or remain to graduate at the host institution if the host institution agrees.

81 higher education institutions and 3 consortia were selected to participate in the "inner circle" of ECTS. Following the preparations which took place the preceding year, 1989-90 was the first year of implementation. 553 students participated, spending up to one full academic year at an ECTS institution in another Member State. For 1990-91 the number of students participating has increased to approximately 800 and the balance of student flows between Member States and within subject areas has been improved.

The Commission is carefully monitoring the implementation of ECTS. A plenary meeting was held in Copenhagen in February 1990. Four of the subject groups held "clearing house" meetings in Spring 1990 during which students were selected for study periods at the various partner institutions.

The 5 subject-area coordinators appointed by the Commission met in Brussels in July 1990 for preliminary discussions on the outcomes for the first group of students who had or were about to complete their study period. Preparations for the analysis and evaluation of these outcomes were also set in place at this meeting with the Commission. As part of the monitoring exercise, a series of meetings was held in Autumn 1990 for the participating institutions in each subject area to discuss in detail how credit transfer had operated, the problems that had been encountered and possible solutions. A meeting was also held in Louvain-la-Neuve, Belgium with a representative group of students from all Member States who had participated in 1989-90 to discuss their experiences with the Commission.

The institutions in the "outer circle" of ECTS continue to be kept informed of developments in the scheme but it has been decided not to admit any yet to the "inner circle" for the academic year 1991-92.

7. Following the evaluation measures which the Commission carried out in connection with phase one of ERASMUS, the Commission's monitoring and evaluation initiatives continued in 1990 and addressed various aspects of the programme.

The internal evaluation took the form of: meetings with representatives of programme coordinators and students; on-the-spot visits to a number of participating institutions; and analysis of the annual reports sent in by ERASMUS grant holders.

The Commission also entrusted to a number of external agencies a variety of studies both on matters specific to the ERASMUS programme, such as the development of the database which has been established, an in-depth study of the experience acquired by a sample of 3,000 students who had participated in 1988-89 and a study of accommodation problems of ERASMUS students, and on wider

issues such as access to higher education. A number of the studies completed in phase one are being published, and a collected volume summarising the main recommendations of all the studies will be produced.

8. Information material was produced in order to describe the opportunities offered by the ERASMUS programme and more generally to promote cooperation and mobility within the academic community.

General information on the ERASMUS programme circulated to all higher education institutions included:

- . Brochure on ERASMUS and LINGUA Action II
- . Guidelines for applicants, containing detailed information on ERASMUS grants and application procedures for the academic year 1991-92
- . Brochure especially designed for students
- . Directory of Inter-University Cooperation Programmes for 1989-90 (also for sale to the general public)
- . Three issues of the ERASMUS Newsletter
- . Brochures on the ECTS pilot project

In addition, the sixth edition of the "Student Handbook - A guide to EC Higher education" was published in 9 languages.

Work continued on the preparation of two further publications, "The Directory of Higher Education Institutions" and "Guide to Higher Education Qualifications". The Commission also co-published "Working in the EC", a guide for graduates seeking work in the Community.

The ERASMUS programme was also represented on the Task Force Human Resources stand during the "Salon de l'étudiant" in Brussels and the "Directions Career Fair" in London.

The Commission continued to provide, wherever possible, speakers and observers at meetings, conferences and seminars within the academic community where the question of mobility was a subject of discussion. In 1990 over 150 of the almost 300 invitations received were accepted.

An annual activity report for 1989 was presented by the Commission in April 1990 to the Council and to the European Parliament.<sup>1</sup>

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<sup>1</sup> COM(90) 128 final of 5.4.1990

(iii) RECOGNITION OF HIGHER EDUCATION DIPLOMAS AND PERIODS OF STUDY FOR ACADEMIC AND PROFESSIONAL PURPOSES

Academic Recognition

1. With the adoption of the ERASMUS programme, the improvement of academic recognition of diplomas and periods of study between Community countries as a means of stimulating the mobility and free movement of students and university staff became even more important. The Community network of National Academic Recognition Information Centres (NARIC) was established in 1984 following Council Conclusions in 1983. All the Member States have designated national centres, the purpose of which is to assist in promoting the mobility of students, teachers and researchers in the Community by providing authoritative advice and information concerning academic recognition. The main users of this service are higher education institutions, students and their advisers, parents, teachers and prospective employers.

2. In most cases the centres designated are also responsible for related work in connection with the implementation of the conventions of the Council of Europe and UNESCO regarding academic recognition and equivalence matters.

3. Representatives of the national centres met twice at the invitation of the Commission in 1990, in Crete in May, and in Brussels in December. The Commission made a financial contribution to a number of projects proposed by the NARICs either individually or in concert; these mainly concern the provision of information on aspects of academic recognition between Member States. The third edition of the NARIC brochure has also been produced.

4. On 28 June 1990 the Council adopted Directive 90/366/EEC on the right of residence for students<sup>1</sup>.

The purpose of this Directive, which has to be implemented by Member States before 30 June 1991, is to eliminate obstacles to the free movement of persons and to guarantee equal access to vocational training in the Community.

It should be noted, however, that the European Parliament challenged the legal basis for the Directive - the Council agreed on Article 235 instead of Article 7 as proposed by the Commission - and deferred the matter to the Court of Justice.

Professional Recognition

5. The Council Directive concerning a general system of recognition of higher education diplomas awarded on completion of professional education and training of at least three years'

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<sup>1</sup> OJ L180 of 13.7.1990

duration was adopted by the Council on 21 December 1988<sup>1</sup>.

The basic principles of the Directive are by now fairly widely known:

- . it is general in character, applying to all regulated professions for which a university level training of at least three years is required and which have not been the subject of a specific Directive;
- . recognition should be based on mutual trust, without the need for prior coordination of the education and training courses for the different professions in question. As a basic principle, a Member State may not refuse access to a regulated profession to a national or another Member State holding the required qualification for the exercise of that profession in another Member State;
- . recognition is accorded to the "end product", i.e. the diploma awarded to a fully-qualified professional having completed any professional training which may be required in addition to a university degree;
- . in the case of important differences in education and training, or professional structure, the Directive provides compensation mechanisms, in the form of either an adaptation period or an aptitude test.

Member States have had a period of two years, until 4 January 1991, in which to bring the provisions of the Directive into force. During this period the Commission has regularly met the national coordinators responsible for implementation with the aim of exchanging information, of clarifying the application of some of the basic concepts of the Directive, and of generally aiding implementation. Useful discussions have been held on the application of the Directive in a number of specific fields, including the legal, accountancy, teaching and paramedical professions.

6. On 8 August 1989 the Commission presented a proposal for a second general system for the recognition of professional education and training<sup>2</sup>. This complements Directive 89/48/EEC by extending the same principles to regulated professions requiring a lower level of training. Two broad levels of education and training are distinguished:

- "short" higher education courses, i.e. of less than three years' duration;

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<sup>1</sup> Directive 89/48/EEC of 21.12.1988  
OJ L 19 of 24.1.1989

<sup>2</sup> COM (89) 372 final of 8.8.1989

- non-higher education courses.

The second proposal also provides certain possibilities of recognition for persons with professional experience but no formal training, and under certain conditions, for movement between the three different levels.

Opinions were delivered on the proposal by the Economic and Social Committee on 31 January 1990<sup>1</sup> and by the European Parliament on 17 May 1990<sup>2</sup>. On 6 August 1990 the Commission presented a revised version of the proposal<sup>3</sup> which incorporated the substance of the Parliament's amendments and also took account of the ESC's comments. Negotiations are continuing in an ad hoc group of the Council. It is hoped that a common position will be reached by the end of June 1991 in order for the Directive to enter into force by the end of 1992.

7. The Commission has continued its activities regarding the various sectorial Directives on the recognition of diplomas, with the assistance of governmental representative Committees and consultative committees with responsibility for training problems in the professions in question. These consultative committees consist of experts from the profession concerned, from education and from the relevant supervisory authorities.

These activities have, in particular, led to the adoption or preparation of new Directives which aim to supplement the existing Directives, and to the adoption, by the above committees, of reports, recommendations or opinions addressed to the Commission and Member States.

8. Following proposals submitted by the Commission, the Council adopted the following Directives:

- . On 10 October 1989, Directive 89/595/EEC<sup>4</sup> amending previous Directives on the free movement and the mutual recognition of the qualifications of general care nurses.
- . On 30 October 1989, Directive 89/594/EEC<sup>5</sup> which updates several Directives on doctors, general care nurses, dental practitioners, veterinary surgeons and midwives.

Furthermore, in accordance with the provisions of Council Directive 86/457/EEC on specific training for general medicine, at the end of 1990 the Commission published a Communication with the names adopted by the Member States for general medicine

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<sup>1</sup> ESC 86/90 SYN 209 cc

<sup>2</sup> EP A3-88/90

<sup>3</sup> COM (90) 389 final of 6.8.1990

<sup>4</sup> OJ L341 of 23.11.1989

<sup>5</sup> OJ L341 of 23.11.1989



qualifications and diplomas.<sup>1</sup>

The Commission is currently drafting a Directive to supplement the 1978 "General care nurses" Directives with measures on the mutual recognition by the Member States of specialized nursery training, particularly in psychiatric and paediatric care.

9. As for consultative committee activity on training, the Consultative Committee on Veterinary Training concluded a pilot self-assessment study in 1989 on Community veterinary faculties. The positive results of this experience have led the Consultative Committee to introduce a permanent self-assessment mechanism for Community veterinary faculties. The Consultative Committee hopes that all veterinary faculties in the Community will have been visited in 8 years' time with 4 to 5 visits a year starting in 1991.

A similar pilot study was undertaken by the Consultative Committee for Dental Practitioner Training which was set up by the Commission in 1989-90. In November 1990, this Consultative Committee made an assessment of the experience and decided to continue the practice. It is hoped that activities will get underway at the beginning of 1993.

In both cases, the Committees will be responsible for guiding and stimulating activities but the professions concerned will take charge of organizing them with a financial contribution from the Commission.

10. A number of reports, opinions and recommendations have also recently been adopted by the consultative committees. They are as follows:

- . Guidelines on ways of reducing the gap between theory and practice in programmes leading to general care nursing qualifications.
- . Provisional report on the importance of primary health care in the training of general care nurses.
- . Report and opinion on the specific training of dentists wishing to exercise the profession independently.
- . Third report, recommendations and opinion on the training of midwives.
- . Recommendation on the continuing training of midwives.
- . Report and recommendations on post-degree education and training in architecture.
- . Recommendation on the length of training for architects.

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<sup>1</sup> OJ C 268 of 24.10.1990

- . Report and recommendations on the correlation between the teaching and practice of architecture.
- . Reflections and recommendations on article 3 of Directive 85/384/EEC (training in architecture).
- . Report and recommendation on pharmacists' traineeship.
- . Report and recommendations on specializing in hospital pharmacy.

11. The proposal presented by the Commission on 1 December 1989 for a Council Directive on mutual acceptance of personnel licences for the exercise of functions in civil aviation applying to licensing procedures and requirements of Member States for flying crews as well as a personnel employed in aircraft maintenance, air traffic control, flight operations and aeronautical station operations should be ready for adoption by the Council early next year. This will be followed by intense work on the introduction of standard training requirements and programmes before 31 December 1992.

(iv) PLANNING OF HIGHER EDUCATION FOR THE 1990s

1. During the period 1989-91, the Commission is organizing a number of activities to help national authorities and higher education institutions to assess, in the broadest way, the impact of 1992 and the creation of the Single Market on higher education.

The major event during 1990 was a conference on "Higher Education and 1992: Planning for the year 2000" which took place at the University of Siena on 5 to 7 November 1990. The conference was organized by the Italian Ministry of the University and of Scientific and Technological Research and the University of Siena, and by the Commission in cooperation with the European Parliament. It brought together over 200 people responsible for higher education in all the Member States - including 100 university rectors and heads of other higher education institutions, as well as senior government officials from Ministries of Education, industrialists, representatives of the private sector, of the social partners and of European and international organizations. The conference marked the opening of the 750th academic year of the university. It was followed on 8 November by an informal meeting of the Ministers of Education of the Community.

Discussions were based on the draft report "The European dimension at University level" prepared for the Committee on Youth, Culture, Education, the Media and Sport of the European Parliament, and on a background report entitled "Higher Education in the European Community : the challenges of 1992" prepared for the Task Force Human Resources by a group of experts. During the second day participants considered the issues raised in these reports in working groups which were designed to cover four of

the key areas: growth and development of higher education in the 1990s; the European dimension in higher education; research and development in higher education strategies; and continuing education and cooperation with industry.

As a follow-up to the conference, the Commission is preparing a Communication to the Council on higher education in the Community.

2. The Commission also continued the programme of research and analysis needed to underpin its activities in the higher education field. In July 1990 it commissioned a study of social waste in the production of human resources with respect to university graduates in the Community. This takes the form of a pilot project and is designed to analyse the available statistical and other material on social selection to higher education. An interim report was presented at the Siena conference and the work will be completed early in 1991.

In December two major studies were launched. The first is designed to provide an up-to-date comparative review of present access policies to higher education institutions in the Member States, relating both to the administrative procedures (numerus clausus regulations etc) and to the procedures concerning the recognition of academic qualifications of students wishing to transfer from one system to another. The second, begun at the same time, is aimed at obtaining a detailed statistical overview of the numbers of EC students following higher education courses in a Member State other than their own outside existing Community programmes.

The study on the changing functions of higher education institutions in the Community, which is being carried out at the European University Institute in Florence, got underway during 1990. A first conference on "Changing Patterns in European Higher Education", held on 26 to 28 November, brought together leading experts from a number of Community countries. Work will continue in 1991.

The comparative study on expenditure on higher education and the survey of senior administrators of higher education institutions and other higher education specialists, both launched in Autumn 1989, were completed at the end of 1990. The results will be examined early in 1991.

(v) EUROPEAN UNIVERSITY INSTITUTE (FLORENCE)

(vi) JEAN MONNET PROJECT "EUROPEAN INTEGRATION IN UNIVERSITY STUDIES"

1. On 28 June 1989, the Commission adopted the Communication of Commissioner DONDELINGER, responsible for Information, Communication and Culture, proposing the JEAN MONNET PROJECT "European Integration in University Studies" to assist universities in the swift development of courses and research on

## European integration.

The accelerating pace of European integration and the perspective of 1992 mean that there is an urgent need for a wider knowledge of European affairs. Students will expect, from now on, to acquire such knowledge during their studies. Conscious of these new requirements, universities have expressed the desire to rapidly update the "European" content of their courses and have requested Commission support to speed up the process.

The JEAN MONNET PROJECT, the response to this request, was launched in 1990, and will continue into 1991 and 1992.

2. The project consists of financial support for the creation of new courses specifically relating to European integration, especially in the humanities where Community developments constitute an increasingly important part of the course. In this respect, special importance has been given to Law (so that Community law can be introduced from basic level onwards), Economics, Political and Social Sciences, and History. However, other disciplines where European integration is relevant could also benefit from the JEAN MONNET PROJECT.

The type of support on offer has been agreed with the universities themselves - both the Liaison Committee of National Conferences of Rectors/Vice-Chancellors of the universities in the Community and ECSA-Europe (European Community Studies Association) consisting of national associations of teachers/researchers specializing in the study of European integration.

With the aim of encouraging Universities to incorporate "European" studies in their curricula, the project hopes to create durable teaching structures. Funding is available for:

- the creation of "European Chairs", a symbolic heading corresponding to full-time teaching posts devoted entirely to European integration, including compulsory basic studies in the first and second cycles and the direction of research at Master's and doctorate level;
- the creation of permanent courses, that is, courses completely dedicated to European integration equivalent in length to a fixed annual course included in basic studies;
- "European studies modules", that is, short programmes of no less than 30 hours which could be organized on a multi-discipline basis and offered as optional modules or supplementary training cycles for students of any discipline but especially science or literature;
- research projects linked to "European Chairs".

Funding is granted on a cofinancing basis up to a maximum of 80% of total costs. For "European Chairs" and permanent courses, such cofinancing can be spread over a maximum of three years with the beneficiaries agreeing to continue the course for at least four years after the period of Community cofinancing. Support for "European studies modules" and research is given for one year

and also covers up to 80% of costs.

The European University Council for the JEAN MONNET PROJECT, with nine members drawn from the Liaison Committee of Vice-Chancellors, ECSA-Europe and the European University Institute in Florence, gives advice on the scientific value of the projects and their academic feasibility.

3. 1990 was a "pilot year" with an estimated budget of 1 million ECU. University and higher education establishments expressed great interest in the JEAN MONNET PROJECT for 1990.

Over 1,200 applications were submitted by 508 establishments in less than two months. After consideration by the European University Council, 220 were accepted which, as of the 1990-91 academic year, led to the creation of 46 "European Chairs" (14 in Law, 12 in Economics, 10 in Political Science and 10 in History and Civilization), 96 permanent courses, 52 "European studies modules" and 26 research grants.

The Commission's aim is to encourage the creation of around 100 "European Chairs" throughout the Community by the time the JEAN MONNET PROJECT ends in 1992. Whilst it is not possible to reach all universities or higher education establishments, it is hoped that enough will be reached to create a knock-on effect.

**(vii) POST-GRADUATE TRAINING IN CONFERENCE INTERPRETATION**

1. In a multi-lingual and multi-cultural Community in which communication is the life blood of further cooperation and integration, the rôle of the interpreter is vital.

The Joint Service Interpretation-Conferences (JSIC) of the Commission is the largest interpreting service in the world and covers the interpretation requirements of several Community institutions including the Commission and the Council of Ministers. An interpreting service of the highest quality is an absolute necessity if representatives with different cultural and linguistic backgrounds are to communicate effectively. Hence, the JSIC has been actively involved for more than 25 years in the training of conference interpreters and in helping to raise the standard of such training world-wide.

The training is governed by a number of basic principles; rigorous selection criteria, intensive training in interpreting techniques (languages must be known already), post-graduate status.

2. Since 1964 about 500 university graduates in various disciplines have successfully completed the JSIC's 6-month in-house interpreter training course. In 1990, 13 graduates with various Community languages and nationalities completed the course in Brussels and were recruited on to the JSIC's staff. 5 more were still attending the course at the year's end.

For several years the JSIC has encouraged the Member States themselves to take charge of part or all of the training required for interpretation into their own languages. Thus, in 1990, 4 Italian graduates completed the training course set up with JSIC assistance at the European University Institute in Florence. 2 Greek graduates completed the course set up with JSIC assistance and European Social Fund finance at the Panteios School, Athens University. Finally, 6 Portuguese graduates had started a course at the Instituto Nacional d'Administração in Lisbon, again with JSIC assistance and part-funding by the European Social Fund. The JSIC provided the training staff for all these decentralized programmes.

3. The JSIC continued to provide assistance to third countries such as China, Yugoslavia, Hong Kong and Turkey under the Association Agreements between these countries and the Community. In 1990, 16 officials from the People's Republic of China completed a JSIC interpreting course in Brussels. 7 more had started the course. 3 Turkish nationals completed such a course. 1 official from Hong Kong completed a short advanced interpreter training course, a further one had started. Moreover, a visiting scholar from the People's Republic of China spent a short period familiarizing himself with the JSIC's interpreter training methods.

In 1990, the JSIC continued its regular contacts with a number of universities running post-graduate interpreting courses and with other major international organizations using interpretation e.g. United Nations.

4. Finally, 1990 saw a new departure for the Commission, and for the JSIC, following the dramatic events in Central and Eastern Europe. Training was rapidly identified by these countries and the Commission as a major priority and the JSIC was thus approached by a number of authorities on the matter of establishing in situ postgraduate conference interpreter training programmes akin to that of the JSIC.

(viii) ADVANCED TRAINING WITHIN RESEARCH AND TECHNOLOGICAL DEVELOPMENT (RTD) PROGRAMMES

On-going activities

1. The Commission has been running a scheme which provides support to individual scientists to enable them to acquire training in research by participating in research for several years. The majority of Community RTD programmes offer opportunities, mainly to young scientists, to participate, through the award of bursaries to individuals or of grants to host laboratories.

2. The objectives of this scheme are:

- to train high-level scientists, especially in new and advanced areas of science;

- to promote the geographical mobility of ideas and persons;
- to increase the rate of technology transfer between universities and industry;
- to provide employment opportunities in Europe for some young researchers and reduce the "brain drain";
- to maintain the competitive power of Europe in research;
- to strengthen cooperative links between European research centres.

3. Fellows are appointed to work in a host laboratory in another Member State for a period ranging from 6 months to 3 years. Fellowships are awarded essentially in two categories:

- juniors (average age : 26 years) : doctoral candidates. This category accounts for about 70% of all fellowships..
- seniors (average age : 33 years) : post-doctoral fellows. They account for about 30% of the total.

The scientific fields or disciplines covered by the scheme are: exact and natural sciences, engineering sciences and economic sciences.

4. The fellowships to individuals are accompanied by the award of a subsidy to host laboratories to cover research costs.

5. In some cases, the Commission may award a grant to a host laboratory in order to cover the research costs, travelling costs and costs associated with the secondment or temporary recruitment of one or more scientists to form part of a research team.

In all cases, de facto mobility of fellows is a prerequisite to be eligible for a fellowship.

6. Some RTD programmes may also award grants to scientific institutions in order to support the organization of conferences, workshops, and high-level courses, in addition to supporting the participation of young scientists in them.

7. In 1990, the Commission received 1,230 applications for fellowships (bursaries and grants) and 50 applications for conferences, high-level courses, etc.

About 45% have been accepted, corresponding to a commitment of some 30 million ECU. In particular, within the context of the SCIENCE Plan, 424 fellowship applications were received, 200 of which were awarded, corresponding to a budget of about 9 million ECU.

8. This scheme presents the "visible part of the iceberg" of the support given by the Commission to training in research and through research.

Thousands of young researchers train "on the job" in research projects funded on a cost-shared basis by Community RTD programmes and many of them obtain a formal academic diploma (PhD or doctorate).

### Proposals for the medium term

9. On 8 May 1990, the Council adopted a third framework programme for Community activities in the field of research and technological development (1990-1994), specifying, inter alia, the activities to be pursued for the management of intellectual resources (Human capital and mobility).

10. Further to this Decision, on 28 May 1990, the Commission proposed a specific RTD programme in the field of Human Capital and Mobility (1990-1994), which is being discussed by the Council and the European Parliament.

11. The funds necessary for the execution of the programme have been estimated at 488.07 million ECU. The central objective of the programme is to increase quantitatively and qualitatively the human resources available for RTD which will be needed by Member States in the coming years. Action will focus on two main areas: the training and mobility of staff, in particular young researchers at post-doctoral level; and the setting up of networks.

12. A decision on the programme is expected by the end of 1991, with its full implementation in 1992.

### (ix) EC CONTEST FOR YOUNG SCIENTISTS

#### On-going activities

1. The Commission organizes the EC Contest for Young Scientists every year. Some 75 young scientists, coming from every Member State and EFTA Country, come together for the contest where they exchange ideas and discuss their projects with some of the most distinguished European scientists.

2. The objective of the EC Contest for Young Scientists is two-fold:

- to support the efforts made by Member States to attract young promising people into a career in science and technology;
- to identify and support the most promising young scientists in Europe.

3. Participants are aged between 15 and 21, and are all laureates from national contests. They are proposed by national organizations for young scientists.

Participants present a report about a research project in any of the natural and exact sciences, which they have undertaken individually or in a group of no more than three young scientists; they also present a relevant display at a science fair which is open to the public and receives much attention from the press.

4. Projects are evaluated by a jury of eminent scientists who



advise the young scientists about how to pursue their interest in science and technology.

5. Up to six laureates can be awarded Certificates of Distinction, each worth 5,000 ECU and another six projects may be awarded Certificates of Excellence, worth 3,000 ECU each. Three participants who present projects with significant industrial potential are given COMETT Awards; worth 3,000 ECU each. The participation of all other young scientists is recognized with a Certificate worth 500 ECU.

These prizes are a form of support for the development of the scientific and technological interests of the young scientists.

6. The EC Contest takes place in different European cities, where individual national organizations of young scientists wish to host it. So far, it has taken place in Brussels, Copenhagen and Zurich. Seville, Berlin and Luxembourg are likely hosts for coming EC Contests for Young Scientists.

7. Proposals for the medium-term

- Acknowledge the contribution of science teachers to interesting young people in a career in science and technology.

- Develop a set of activities to encourage and support young scientists aged 20 to 25, namely an organized talent search, and support for transnational doctoral training for the laureates.

## V. VOCATIONAL TRAINING

### (i) SOCIAL DIALOGUE

1. The Social Dialogue was inaugurated at Val Duchesse (Brussels) in January 1985. It is the expression of the Community's desire to promote, as far as possible, agreements freely entered into by both sides of industry as a contribution to the development of social policy. The search for social consensus is one of the elements underpinning this social policy. Article 22 of the Single Act (Article 118b of the EEC Treaty) states that "the Commission shall endeavour to develop the dialogue between management and labour at European level which could, if the two sides consider it desirable, lead to relations based on agreement".

2. Following the Val Duchesse meeting, on 6 March 1987 the social partners, meeting at Community level, adopted a Joint Opinion on training and motivation and on information and consultation.

3. The new Commission which took office in January 1989 expressed its desire to relaunch the Community Social Dialogue, and on 12 January Commission President Jacques DELORS met the Presidents and General Secretaries of the national organizations affiliated to ETUC (European Trade Union Confederation), UNICE (Union of Industries of the European Community) and CEEP (European Centre of Public Enterprises) to this end.

As a result of the meeting a political Steering Group was set up comprising senior officials from workers' and employers organizations and the Commission. The aim of the Group is to revitalize the Social Dialogue and to examine, as a priority, education and training, and the possibilities offered by a European labour market. Two working groups were set up, one to consider each topic.

This resulted in a second Joint Opinion, this time on education and training, which was adopted by the Steering Group at its meeting in Brussels on 26 January 1990 and which prepared the ground for the work carried out in 1990.

4. In 1990 the "Education and Training" working group held four meetings devoted mainly to initial vocational training for young people and access to continuing training. On 19 October 1990 they finalized a draft Joint Opinion on the transition from school to working life. This was subsequently adopted by the Steering Group at its meeting in Brussels on 6 November 1990 and then by the Executive Committees on both sides.

5. The third Joint Opinion on initial vocational training stresses the importance of a high-quality, broadbased, basic general education enabling both sexes to develop elementary practical and technical skills. These could be built on, through appropriate and attractive technical and vocational training,

often in the form of apprenticeships and alternance-based systems, in order to enable young people to acquire a recognized vocational qualification. This should be accompanied by a well-organized system of educational and vocational guidance and stronger school-enterprise links both for pupils and teachers, which should provide young people with an informed basis for decisions concerning their future career. Furthermore, the status of vocational training should be clearly defined and young workers protected by a training contract specifying the basic conditions and content of training as well as the financial arrangements governing it.

The Opinion draws attention to the Community programmes, and in particular PETRA, and their contribution in terms of dissemination of information to promote awareness of successful practices in the different Member States, designed to achieve an improved transition from school to the world of work.

Throughout the Opinion there is constant reference to the significant contribution which can be made by the Social Partners in this area.

6. Work is well advanced on a fourth Joint Opinion on ways of facilitating the broadest possible effective access to training opportunities throughout working life and it is hoped that it will be adopted early in 1991. Essentially, it expands on the ideas set out in the second Joint Opinion on education and training by emphasizing the need to make use of all potential skills in view of labour market forecasts for the year 2,000 and beyond. This means increasing investment in and access to continuing training throughout working life and improving the quality and quantity of training.

The Social Partners call for broadbased training throughout industry which is responsive to the needs of the post-1992 labour market in a competitive and increasingly technology-orientated environment and which provides recognized qualifications or credits towards qualifications. It should at the same time be flexible enough to meet the needs of individuals and particularly of certain target groups such as women returners and the long-term unemployed and unskilled and help counteract marginalization. In order to achieve this, firms should draw up coherent training programmes after consulting employees and their representatives.

The public sector and the two sides of industry should be involved in providing courses and infrastructures and increasing awareness, through improved partnerships at regional level, modern training methods and better quality trainers. Existing and potential financial incentives should be investigated both for firms and individuals, together with various means of financing and provision for absence to attend training courses.

This Joint Opinion, once adopted, could be a very useful support for a Community instrument on access.

7. Work on the Social Dialogue will continue in 1991 with the emphasis on topics such as equal opportunities for men and women with regard to training, skills needs and qualifications. Furthermore, efforts will be encouraged at all levels to exploit the contents of these Joint Opinions.

(ii) PETRA (COMMUNITY ACTION PROGRAMME FOR THE VOCATIONAL TRAINING OF YOUNG PEOPLE AND THEIR PREPARATION FOR ADULT AND WORKING LIFE

1. PETRA was set up by a Decision of the Council on 1 December 1987 for a five-year period<sup>1</sup>. Its main objective is to support the development and implementation of policies in Member States aimed at ensuring "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". It also analyses the ways in which this training can be rendered more "European" to prepare young people for changes in the labour market between now and 1992 and beyond.

In addition, PETRA contributes to the Community's current objectives, in particular to achieve economic and social cohesion, to provide help for disadvantaged regions, to support the social integration of young people into the labour market, and to continue to fight against unemployment. At Member State level, it contributes to efforts aimed at raising the standards and quality of vocational training systems to adapt to economic, technological and social change.

2. The PETRA programme has three separate but connected strands:

- a European Network of training initiatives to be twinned or linked to produce transnational, cooperative partnerships;
- Youth Initiative and Information Projects;
- cooperative action in the area of research and a review of the evolution of vocational qualifications.

It also provides for an extension of the scheme for exchanges of vocational training specialists, administered for the Commission by the European Centre for the Development of Vocational Training (CEDEFOP).

Technical assistance grants are also available to the less-developed regions of the Community, especially in Greece, Ireland, Portugal and Spain, to ensure their full participation in the Programme, particularly the Network of Training initiatives.

In 1990 the programme was financed with 9 million ECU from the Commission's funds for vocational training.

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<sup>1</sup> OJ L346 of 10.12.1987

3. Reflecting PETRA's aim to promote closer links and cooperation in vocational training between activities sponsored under employment and education auspices, the Commission has established a group of National Policy Coordinators nominated by national authorities to provide advice on the programme through twice yearly meetings in Brussels. In most cases, Member States have nominated representatives of both Labour and Education Ministries. Regular dialogue with the social partners is maintained at Community and Member State level.

The Commission is assisted with the European Network of training partnerships and the Youth Initiative Projects by IFAPLAN, the Cologne-based social research institute previously responsible for the management of and reporting on the Transition Action Programmes, and with the research cooperation by ITS, a Nijmegen-based social research institute.

An interim report on the programme was published at the beginning of 1990. This covered the economic and social context of the programme, Member States' policies and activities and Community support.

#### European Network of Training Partnerships

4. In 1990, 120 Network projects progressed from the stage of seeking a partner to the stage of active cooperation. The partnerships set up by these projects work together on a number of issues ranging from alternance-based training through to new modular units and improving guidance services.

In addition, 90 new projects were admitted to the Network. Given that the PETRA programme serves as an umbrella framework for a number of actions in the youth training field, new theme areas were selected for projects in 1990. Among the key areas were the following:

- alternance - based training
- modularized training
- vocational training related to the environment
- training for young women
- enterprise training
- school - industry partnerships
- tourism training
- information and guidance.

5. The Commission published a training project directory in all Community languages as a means of aiding projects to find suitable partners. In addition, two contact seminars were organized. The first took place in Amsterdam on 17 to 18 May 1990 and the second in Brighton on 19 to 20 May 1990. The contact seminars, which allow for face-to-face contact and a deepening of mutual understanding, were the key means (as in 1988) of arranging successful conclusions to the preparatory work. It is expected that almost all 90 of the 1990 PETRA projects will succeed in forming partnerships.

6. As the cooperative actions developed within the PETRA Network begin to bear fruit the Commission is gathering further information on the progress of the partnerships, through questionnaires and direct follow-up with partnership participants.

A further 130 projects are foreseen for the PETRA Network in 1991. The following theme areas have been agreed (some of which are a continuation or elaboration of theme areas already explored).

- alternance-based training
- the use of new teaching methods including the use of modular units, individualized training and new technology
- the creation and use of new types of training partnership
- enterprise training
- the training of trainers
- increasing the participation of young women in technical and vocational training

7. A number of major conferences were also held in 1990 devoted to key themes in PETRA. The first conference took place in Limerick, Ireland, from 5 to 8 June 1990 on the theme "Youth Enterprise Training and Local Economic Development". This theme was chosen to reflect the high number of PETRA Network projects working on enterprise education. The Irish Ministers of Labour and of Education, attended the opening of the Conference. A further conference looking at a range of PETRA activities was organized in Bruges from 17 to 19 June 1990 and was officially opened by the Flemish Minister of Education.

From 5 to 7 December 1990 a conference was organized in Milan by the Italian authorities with the support of the Commission. This conference brought together a large number of PETRA projects and looked at the challenges for youth training in the 1990s.

#### Youth Initiative Projects

8. The youth initiative strand of the PETRA programme continues and develops the experimental activities begun in 1986 by the Commission in offering financial support for innovative projects in which young people themselves play a key role in the planning, organization and implementation. It offers support, in the form of a small grant valid for one year, to projects which contribute to young people's training and transition to adult life.

In 1990, about 100 youth initiative projects were supported. In addition, the Commission continued its support for the youth initiative theme-based partnerships. Eighteen youth initiative projects were chosen in 1989 to work together in partnership groups of 4 or 6 projects on the value of the youth initiative approach to:

- improving information and guidance services
- improving access to initial vocational training for disadvantaged young people

- enterprise education, i.e. developing entrepreneurial skills and attitudes in youth projects
- opportunities and challenges for young people presented by the Single Market.

The first year of cooperation in these theme-based partnerships has resulted in a good level of progress. However, there remain linguistic and methodological problems to be overcome before an optimal degree of cooperation is achieved.

9. An informal meeting of the ad-hoc group on youth initiatives took place in Oporto from 8 to 10 June 1990. The Portuguese Secretary of State for Youth addressed the group and expressed his support for the development of European Youth Policy.

#### Research Cooperation

10. The main aim of the research strand is to add a European dimension to national research activities aimed at improving vocational training by providing opportunities for research institutes in Member States to cooperate on vocational training issues of transnational importance.

In the Autumn of 1990 the national studies carried out on the national and Community-level responses to the changing needs for vocational skills were completed. A synthesis report will be available early in 1991. The results of these studies will be incorporated into the ongoing PETRA work on vocational qualifications, as well as the wider framework of skills needs analysis.

11. In the framework of the research cooperation, 14 partnerships have developed. Seven research partnerships are concerned with approaches to monitoring participation trends in vocational training, four are concerned with the improvement of post-compulsory, pre-vocational training, two partnerships are looking at ways to improve the training of trainers and one other is cooperating on new models of vocational guidance. The institutions taking part in these research partnerships have just completed their first year of cooperation and they received a second year subvention in 1990.

#### Study Visit Programme for Vocational Training Specialists

12. In 1990, "Youth Training aiming at innovation and employment" was one of the priority themes for the study visit programme. The reports of the participants in the 1990 programme will be available early in 1991. The study visit programme, which has been run since 1986 by the European Centre for the Development of Vocational Training (CEDEFOP), is aimed at individuals, in positions of responsibility or influence, in the world of initial training. The participants are either:

- practitioners, i.e. those responsible for providing training especially heads of vocational schools, colleges and training centres, and those providing training, whether in the private

or public sector

- officials responsible for policy regarding initial training, in public administration, employers associations and trade unions and
- those responsible for research, development and information in the area of vocational training.

### Dissemination

13. As a means of providing information on the various parts of the PETRA programme and with a view to disseminating the results and outcomes of the activities, the PETRA Technical Support Unit produced a PETRA Yearbook in 1990. PETRA publicity focused around an exhibition stand which was made available for a large number of national seminars in different Member States. In addition, two other publications were produced - "Learning for Real", which describes the pedagogical approach in youth initiative projects and "Some first results of the PETRA research partnerships".

### Proposals for an enlarged PETRA Programme

14. On 10 October 1990 the Commission adopted a proposal for an enlargement of the PETRA programme. PETRA provides the main focus for the Community effort to improve the quality of the initial vocational training policies for young people throughout the Community. On 14 December 1989, the Council invited the Commission to reinforce the existing activities particularly with regard to the promotion of youth training exchanges for those undergoing vocational education and training as well as for young workers. In responding to this invitation the Commission proposes three main changes to the existing PETRA programme.

1. Firstly, it aims to provide for the first time at Community level opportunities for young people in initial vocational education or training to participate in exchanges and work placements abroad. Under the terms of this proposal, up to 100,000 young people in training could be expected to benefit from this activity over the 3 years from 1992. This would complement other Community exchange programmes, notably ERASMUS, at the university and higher education level.
2. Secondly, the existing scheme for the exchange of young workers (see section VI(iii) below), which currently involves more than 4,000 young workers every year, would in the future be fully integrated within this framework, rather than be left to develop as an independent activity. This is a deliberate choice and forms part of the overall rationalization of Community training programmes. The integration of the existing scheme for young workers within the PETRA programme offers three major advantages:
  - a qualitative improvement since the young workers' exchanges would henceforth aim explicitly at the enhancement of their vocational training;



- an expansion in the numbers involved - it is foreseen to finance 20,000 exchanges of young workers over three years compared with the current figure of 4,000 annually;
  - a better organization by Member States of youth exchanges through a single set of arrangements at national level, thus avoiding fragmentation and duplication of effort.
3. Thirdly, a much greater emphasis will be placed on the organization of educational and vocational guidance and counselling for young people. Community experience has shown clearly that greater priority should be given to preparing young people for their future careers in a completed Single Market, and that a European dimension to vocational guidance is essential.

As far as exchanges are concerned, the PETRA programme would thus cover young people in initial training, and young workers who, although already in employment, wish to complete and further their initial training.

It is envisaged that the European Social Fund, in accordance with its Objective 4, would complement this provision and cover, through the finalized EUROFORM initiative, exchanges of young job-seekers and young unemployed (see section V (xiv) below).

The proposal for an enlarged PETRA programme will be considered by the Council in 1991.

### (iii) CONTINUING VOCATIONAL TRAINING

1. Continuing vocational training and its development are at the centre of industry's strategies and of policies carried out by and in the Member States to meet the acceleration in economic and social change and to prepare the completion of the Internal Market in 1992. New qualitative and quantitative efforts are being made in this field in response to a combination of factors crucial to the future of the Community : competitiveness; technological innovation; demographic change; employment development; changes in working patterns; and the strengthening of economic and social cohesion.

2. On the basis of the Commission Communication of 1986 on adult training in firms<sup>1</sup> an intensive consultation process, involving the European Parliament<sup>2</sup>, the Council<sup>3</sup>, the Member States, the Economic and Social Committee<sup>4</sup>, the Standing

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<sup>1</sup> COM(86) 780 final

<sup>2</sup> OJ C 96 of 17.4.1989

<sup>3</sup> OJ C 148 of 15.6.1989

<sup>4</sup> OJ C 180 of 8.7.1987

Committee on Employment<sup>1</sup> and the social partners<sup>2</sup>, has led to a consensus on common guidelines regarding the development of continuing vocational training and of investment in human resources in the Community.

These guidelines are defined in the Council Resolution of 5 June 1989<sup>3</sup>:

- . Continuing vocational training plays an important role in the strategy for achieving, by 1992, both the Internal Market, including its social dimension, and economic and social cohesion, as a determining factor in economic and social policy.
- . Investment in the Community's human resources is an essential pre-condition for the successful achievement of these objectives.
- . The strategy of giving priority to human resources implies that all workers should, in the light of requirements, have access to continuing vocational training and benefit from it.

In accordance with the principle of subsidiarity, the Council Resolution identifies a number of common measures which should be taken or encouraged by the Member States - relating to the development of the range of training, the extension of access to the latter and the promotion of new initiatives to raise awareness and stimulate motivation - and guidelines for Community measures which should bring added value to the activities developed by and in the Member States - identification and assessment of national provisions; support for transnational measures to raise awareness and stimulate motivation; observation of qualifications; development of transnational partnerships by the exchange of experience and support for the realization of innovatory projects; the perfecting of appropriate technical aid to help regions which do not yet have sufficient infrastructure and experience; the spread of innovations concerning teaching materials and methods; and the communication of information on access to continuing vocational training and the benefit to be derived from it.

3. The strategy to achieve the Community's objectives is based on:

- . the solemn Declaration on the right of access to vocational training in the Charter of the Fundamental Social Rights of Workers;

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<sup>1</sup> 36th meeting of the Standing Committee on Employment Doc. Council 9646/88

<sup>2</sup> Joint Opinion concerning education and initial and continuing vocational training of 6 March 1987

<sup>3</sup> OJ C148 of 15.6.1989

- . the adoption of a second Joint Opinion on Education and Training<sup>1</sup>.
  - . the Council Decision of 29 May 1990 establishing an action programme for the development of continuing vocational training in the European Community (FORCE)<sup>2</sup>.
4. The Charter of Fundamental Social Rights was signed by the Heads of State and Government of 11 Member States at the European Council meeting in Strasbourg on 9 December 1989. In paragraph 15, access to vocational training is defined as follows:
- . Every worker of the European Community must be able to have access to vocational training and to benefit therefrom throughout his working life. In the conditions governing access to such training there may be no discrimination on grounds of nationality.
  - . The competent public authorities, undertakings or the two sides of industry, each within their own sphere of competence, should set up continuing and permanent training systems enabling every person to undergo retraining, more especially through leave for training purposes, to improve his skills or to acquire new skills, particularly in the light of technical development.
5. The second Joint Opinion on Education and Training was adopted on 26 January 1990 by both sides of industry at Community level in the framework of the Social Dialogue. This Joint Opinion should be viewed on two separate levels:
- . firstly, it sets out and expresses the progress achieved in forming a common view shared by the social partners as to the general principles concerning education and training and their importance for a united Europe;
  - . secondly, it defines common guidelines to be adopted by European management and labour in promoting quality education and training systems.

The Joint Opinion stresses the importance of both basic training and retraining as a means of improving competitiveness among Community firms and increasing prosperity for all wage-earners in the Community. In this context, emphasis has been placed, firstly, on basic education and an initial qualifying period of quality vocational training available to all young people with a view to ensuring them the best working opportunities, and secondly, on appropriate measures to facilitate the transition between school and the world of work, notably by means of apprenticeships and training-cum-work schemes. Furthermore, it is essential to take into account the needs and aspirations of

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<sup>1</sup> SEC(90) 1238

<sup>2</sup> OJ L156 of 21.6.1990

workers to improve and perfect their knowledge and skills, whilst giving special attention to retraining for certain social and vocational categories of workers in the toughest situation as regards the labour market, notably unskilled workers, women, migrant workers, disabled persons and the long-term unemployed. It is accordingly important to increase investment in training and significantly improve access to training by mobilizing all available means, whether in respect of training organized on the firms' initiative, or in response to personal development needs or in relation to a vocational scheme involving the employees. The importance of training plans and programmes appropriate to the size of the firm and drawn up in the framework of the firm's overall strategy is particularly stressed in the Joint Opinion. Furthermore, it establishes the principle that the employers shall inform and consult employees and their representatives concerning training programmes organized by the firm and that employers and workers shall be involved in drawing up educational and vocational training policies and programmes. In this context, the two sides of industry also insist that their views be taken into account in the preparation by regions or government authorities of official training programmes, and notably in the case of programmes co-financed by the Structural Funds.

6. The essential objective of the FORCE programme is to achieve a Community-wide impact on the availability and quality of continuing vocational training for the workforce. The programme aims specifically to:

- . encourage greater investment in continuing vocational training;
- . promote an innovative approach to training management, methods and equipment;
- . support transnational projects involving the interchange of experience, the demonstration of good practice and individual mobility;
- . improve the monitoring and forecasting of continuing training needs.

FORCE is made up of two sets of measures : firstly, those aiming at the promotion of common targets between Member States, particularly as far as incentives to invest in continuing vocational training and wider access to it are concerned, and secondly, the transnational measures backing up Member States' initiatives.

Transnational measures under FORCE cover:

- . an exchange scheme to promote the training of instructors, staff in human resources departments, staff representatives, training specialists in regional consortia, and employers' and trade union organizations;
- . innovative company-based pilot schemes involving the design and development of common equipment, methods and content; these are intended to encourage the transfer of know-how with particular reference to small companies;

- . a European network acting as a source of information and a clearing-house for the exchange of expertise and know-how;
- . analyses by expert organizations of company training provision in selected key sectors;
- . initiatives designed to improve the information used by policymakers to decide on action and budgets :
  - \* preparation of comparable statistics and concepts in the area of continuing vocational training for all Member States;
  - \* analysis of collective agreements;
  - \* forecasting of skills needs.

Its target populations are companies, training bodies, public authorities, unions and employers' organizations, training specialists, human resources staff, employees' representatives, specialist institutions.

Projects supported under FORCE should focus in particular on the access of individual workers, including part-time and seasonal workers, to continuing vocational training; investment in sectors, regions or companies where such access is inadequate; and the specific needs arising from the changing economic, technological and social environment of the nineties and specifically the consequences of the completion of the Internal Market and the opportunities it offers.

7. The FORCE programme is due to come into operation on 1 January 1991. The preparatory committee set up to assist the Commission met for the first time on 26 October 1990 in Brussels and examined the operational guidelines for the various strands of the programme. A Vademecum and User's Manual laying down the selection criteria and arrangements should be available by March 1991 which will permit projects to be selected and launched by the end of 1991.

#### (iv) COOPERATION BETWEEN RESIDENTIAL CENTRES FOR ADULT EDUCATION

1. Within the framework of the Community programme for cooperation between residential centres for adult education, the Commission co-financed 64 seminars in 1990, 22 of which were organized by the "Fédération Internationale des Maisons d'Europe" and by the "Centre International de Formation Européenne". These seminars aim to enable persons from centres operating in the different Member States to spend some time together in order to examine their approaches to common problems. Participants are usually promoters and actors in adult education and training.

2. For 1990 the Task Force Human Resources established a list of themes to orientate the seminars on specific concerns such as:

- the development of rural areas and changes affecting them
- the use of new technologies in adult education and training
- the search for cooperation between the different actors in

adult education and continuing training, and responses adapted to changing needs

- the impact of demographic change in training needs regarding preparation for retirement, leisure activities and the social services.

3. For each of these themes, cooperation activities concerned the following fields:

- basic adult education and training focused both on the acquisition of basic skills (literacy and numeracy) and on any other competence allowing a better integration into society
- the role and impact of adult education and training on local and regional economic and social development, and in this context, the preparation, experimentation and dissemination of programmes and actions adapted to the specific needs related in particular to:

- .certain socio-professional categories
- .certain areas, in particular disadvantaged rural or urban ones
- .cultural and linguistic minorities
- .new changes affecting our societies  
(environmental, intercultural, technological, etc)

- renewing and updating the skills and qualifications of instructors, trainers and educators and comparing their experience.

4. A report is planned on the impact of the various seminars organized since 1982. This is aimed at improving coherence with all Community programmes concerning adult education and training.

#### (v) FIGHT AGAINST LONG-TERM UNEMPLOYMENT

1. On 1 December 1987 the Social Affairs Council, taking into account the Commission Memorandum of 25 May 1987 and the Conclusions of the Standing Committee for Employment of 5 November 1987, adopted Conclusions concerning the fight against long-term unemployment<sup>1</sup>.

In this text, the Council considered that specific measures should be implemented in the Member States in order to combat this type of unemployment. It also invited the Commission to present an action programme in the area in order in particular to:

- stimulate cooperation in identifying and disseminating positive experience;
- improve the systems for the exchange of information and experience on action undertaken in this field by the Member States;

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<sup>1</sup> OJ C 345 of 15.12.1987

- improve the statistical knowledge of this phenomenon.

2. In addition, in its Communication "How to succeed with the Single Act"<sup>1</sup>, the Commission included amongst the five simple and clear objectives for the structural policies of the Community to strengthen economic and social cohesion: objective N°3 combat long-term unemployment. The subsequent adoption by the Council of Regulations reforming the Structural Funds translated this into Community legislation.

3. It is in this context that the Community action programme to combat long-term unemployment, ERGO, was launched in October 1988. The programme covers the period 1989-1991.

It aims to stimulate a combined approach by those concerned at local level (public authorities, training centres, enterprise, social partners and long-term unemployed themselves) in order to promote new responses to this very serious problem.

4. Through this programme, the Commission supports the setting up and activation of a European network of projects, initiatives and programmes initiated in the Member States of the Community for the long-term unemployed. The network makes it possible to offer the different actors in this field expertise, a European forum, and access to information. One of the basic aspects of the programme is to assist, by a broad review of action developed by local, regional and national authorities within the Community, the creation of know-how to combat the problem and to ensure the transfer of products for those active in the field and for policy makers.

5. A quantitative and qualitative evaluation of the programme is also planned. The above activities are complemented by publications and the organization of seminars and conferences bringing together all those involved in the programme.

#### (vi) LOCAL EMPLOYMENT DEVELOPMENT

1. The LEDA programme is concerned with improving local economic development in order to create additional employment. The programme was launched in 1986, and has played a pioneering role in exploring how new forms of intervention can increase local capacity for employment creation.

2. The programme has undertaken pilot projects in a number of high-unemployment pilot areas including rural, urban and industrial regions.

The emphasis of the programme has been on mobilizing agencies, businesses and institutions, using existing resources and facilities without providing additional finance. LEDA does not fund the projects but it does bear the costs of background

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<sup>1</sup> COM (87) 100 final of 15.12.1987

reports and documents, meetings and exchange visits. The programme offers "software" support to local collaborative projects in the participating areas, feasibility studies, networking, transnational cooperation, etc. Lessons learnt by the programme are widely disseminated in cooperation with DG V's Information Network on Local Employment Development (ELISE).

3. In developing strategies to facilitate change and restructuring, special attention is paid to the importance and the role of training and human resource development. This is linked to other specific strategies, for example, for the promotion of entrepreneurship, innovation, and skill building. LEDA experience has demonstrated that the crucial factor in improving local creation of more and better jobs is local management. Therefore, in 1990 the programme devised a local development management training programme which will become operational during 1991.

There are many multi-faceted activities within the LEDA programme, with projects linking theoretical training with work experience or job placement with enterprise creation. Examples of such projects are disseminated as "good practice".

4. In 1990, in response to an initiative of the European Parliament, the LEDA approach was complemented by SPEC - the "support programme for employment creation". The programme was created in order to provide financial and technical support to a number of innovatory employment creation projects linked to changes in employment, such as those which may result from the completion of the Internal Market. SPEC concerns the preparation, implementation, assessment and dissemination of the results of innovative employment creation initiatives.

**(vii) TRAINING FOR SMALL AND MEDIUM-SIZED ENTERPRISES**

1. Following the establishment in late 1987 of an interdepartmental Working Group (SME Task Force, DG III, DG V), an experimental action programme for training managers of small and medium-sized enterprises (SMEs) was adopted by the Commission in December 1988. This programme is intended to complement initiatives already undertaken by the Commission, especially in the area of information and cooperation between enterprises, to help SMEs prepare for 1992.

2. The action programme has three strands. Strand A, which is at the centre of the programme, is designed to test a method of strategic management training for SME managers in the run-up to 1992. Such training, which will be carried out with the help of selected training agencies, should enable managers to define strategies for their enterprises in the European context, and to identify complementary training needs or opportunities for participation in Community programmes or activities.

3. Strands B and C are intended to complement Strand A. Strand B provides for Commission support to carry out sectorial and regional analyses in preparation for information seminars for SME



managers on the completion of the Internal Market. These seminars will be run by regional agencies with similar concerns to the SMEs. Strand C is aimed at improving and adapting available training through various back-up activities, in particular the networking of training projects, cooperation between training institutes, the training of SME managers in cooperation strategies, and the development of the role of financial institutions and large enterprises in SME management training.

4. The programme began to be implemented at the beginning of 1989, in coordination with the Commission's other continuing training activities. It is to be noted that the proposal by the Commission in November 1989 for a Community action programme on the development of vocational training will contribute to encouraging greater investment in continuing vocational training in particular by SMEs. It is planned to develop support for schemes aimed at the staff of those SMEs which are developing a strategy of partnership with larger firms or transnational, transregional or transfrontier alliances.

5. Activities foreseen under Strands A and B were launched in 1989. 68 organizations were selected for the former and 57 for the latter out of over 1,000 applications. Some of these are still in progress.

The evaluation of the programme began in October 1990 and the results should be available in the second half of 1991.

Activities under Strand C should be launched at the end of 1991.

#### (viii) RURAL DEVELOPMENT

1. In July 1988 the Commission adopted and forwarded to the Council and European Parliament a Communication on the future of rural society<sup>1</sup>.

After analysing the main trends affecting the situation in rural areas, which cover nearly 80% of the Community and constitute the living environment of more than 50% of its citizens, the Commission concluded that the entire Community should be involved in rural development. The Commission drew up a list of activities likely to contribute to achieving this objective.

2. In 1990, most Community education and training programmes have included projects or exchanges concerning farmers, young people in agricultural training and others from rural regions.

In the PETRA programme, activities in rural regions have enabled new qualifications to be developed in the field of agricultural diversification. In the youth initiatives programme, some projects concern employment creation for rural tourism, others aim to organize seminars on new farming techniques.

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<sup>1</sup> COM (88) 51 of 29.7.1988

In the context of the ERASMUS programme, exchanges have taken place between agricultural colleges and other higher education institutions providing agricultural training. The themes of these exchanges have covered the integrated development of the rural regions, land planning, dwellings, and the use of water resources. ERASMUS has also supported the preparation of a Yearbook of higher education institutions of agronomics in Europe.

Projects under the COMETT programme have centred on production methods in the agro-food industry and on the application of biotechnology to agriculture.

By emphasizing technological training in disadvantaged regions, the EUROTECNET programme has also carried out activities in favour of rural regions.

In the framework of the action programme for the promotion of youth exchanges in the Community, questions relating to environmental protection and the promotion of rural tourism were dealt with.

Similarly, the Young Workers' Exchange programme covered meetings on the technical and organizational aspects of agricultural production.

The definition of the LINGUA programme enables it to play an important role in the development of language teaching in rural regions where local actors must prepare themselves for rural tourism activities.

Finally, preparatory work on the implementation of the FORCE programme has explicitly underlined the possibility of carrying out activities of benefit to rural and agricultural regions. The FORCE programme authorizes a provisional analysis of the training needs of SMEs in rural regions and the transnational pilot activities which aim to draw up the content, methods and organization of new training in order to meet changes in agricultural and regional policies and in the Structural Funds, technico-economic and socio-economic evolutions in progress, and environmental requirements in agricultural and rural regions.

#### (ix) NEW INFORMATION TECHNOLOGIES IN VOCATIONAL TRAINING

##### EUROTECNET

1. The General Affairs Council formally adopted the Decision on the second phase of the EUROTECNET programme on 18 December 1989<sup>1</sup>. The Decision establishes an action programme for the promotion of innovation in the field of vocational training resulting from technological change. Its centrepiece is a network of innovative demonstration projects to examine the

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<sup>1</sup> OJ L393 of 30.12.1989

impact of technological change on employment, work, qualifications and skills. The action programme covers a 5-year period from January 1990, with an estimated budget for the first 3 years of 7.5 million ECU. In addition, the programme will benefit from additional resources from the European Social Fund, in particular under the EUROFORM Initiative (see section V xiv).

The Decision builds on the achievements of the first phase of EUROTECNET from 1985 to 1989, which were included in a comprehensive report from the Commission to the Council, European Parliament and Economic and Social Committee in 1989<sup>1</sup>.

2. Much of the accent over 1990 was on the establishment of the infrastructure for the programme. This included in particular:

- the setting up of the consultative committee according to the EUROTECNET Decision (representing Member States with the participation of observers from the Social Partners and SMEs);
- the selection of the European Technical Assistance Office by public open tender (OJ C 34 of 14.2.90);
- the selection of the national animation and dissemination units (NADUs) in each of the Member States;
- publication of the EUROTECNET Information Package to enable projects to be selected and other aspects of the programme to be developed;
- the publication of a brochure for general public information.

3. The EUROTECNET consultative committee met on three occasions in 1990:

- . On 2 and 3 April to establish working procedures, advise on the selection criteria for projects and the evaluation of the programme, and examine the potential for transnational cooperation.
- . On 19 and 20 June, in conjunction with the EUROTECNET launch conference, organized in Dublin in cooperation with the Irish authorities, the objective of which was to inform key actors from all Member States about the objectives, methods and potential of the programme. A report on the launch conference will be published early in 1991.
- . On 6 December, in conjunction with the EUROTECNET sponsored conference on human resources in the financial services "Capital People", organized in London in cooperation with the British authorities - see 10 below.

4. The process of selecting demonstration training projects was launched during 1990. The network of projects will consist of

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<sup>1</sup> SEC (89) 1658 final

around 40 projects carried over from the network set up in the first phase of the programme (1985-1989), and new projects proposed by committee members for selection by the Commission. The first batch of new projects, totalling 114, were proposed during the Autumn. The Commission will take a decision on these early in 1991, following consultation with the committee. A second batch of new projects is expected during 1991, to bring the total included in the network up to 300.

5. In addition, the programme has furthered work in a number of important areas for cooperation, particularly in the form of transnational partnerships, in which new European approaches to technology training issues have already been developed or are in the process of being so. Transnational partnerships have so far taken the following forms:

- . The publication and launch of a EUROTECNET instrument for monitoring changes in occupational profiles, which is designed to be used as a training instrument throughout the Community. 120 training professionals have been instructed in its use during workshops held in the Autumn in Belgium, Portugal, France, Netherlands and Denmark.
- . The development of a software-supported tool to establish common principles for assessing the cognitive results of training, a collaborative project involving partners in Belgium, Spain, Italy and the UK. Publication of the tool and software is expected early in 1991.
- . The MEDA project for the computer-based evaluation of training software for adults was further developed and field-tested. Its commercial publication and distribution in the various Member States is expected in the course of 1991.
- . The project for the transfer of high-tech training materials between Germany and Greece was advanced through training sessions and exchanges for trainers and managers.
- . The development of a project to improve the training of footwear and clothing stylists, with the drafting of the project's terms of reference and the identification of the expected products.

6. In the field of research and analysis, much effort has been expended for the operational use of the results of this work, especially as regards the training of trainers and self-learning competency.

7. In the field of the training of vocational trainers, a series of seminars was organized in Belgium, Netherlands, Italy and the UK for the development of training for technological change, and to set up a development and exchange project for trainers. A report on New Technologies and the Training of Trainers was published to outline some of the most appropriate methods to train trainers to cope with technological change.

8. The importance of the work on self-learning competency and innovative training methods for practitioners was underlined at a number of training workshops held in Germany, UK, Belgium, and Portugal. A EUROTECNET report on self-learning competency will be published early in 1991, and the key results fed into the EUROTECNET network of projects.

9. The important question of the impact of information technologies and telecommunications on employment and training perspectives was the subject of a major collaborative research action undertaken with DGs V and XIII, the results of which will be published in 1991.

10. In order to reinforce the sectorial aspect of the programme, operations were carried out with the cooperation of the social partners in the construction industry and the financial services industry.

In the construction sector, a workshop was held in Denmark to analyse the impact of technological developments on the woodworking branch of this industry. As regards financial services, conferences were held in Greece and Italy to highlight the human resource dimension of this sector in Southern Europe in the run-up to the Single Market. As a culmination of this effort, the major EUROTECNET conference held in London ("Capital People") constituted an important landmark in the identification of training and qualifications questions relating to financial services and the impact of new technologies. A report on this conference will be published in 1991.

#### Database Cooperation

11. The burgeoning European market in education, training and qualifications will require the widest possible access to effective information systems to inform professionals as well as the general public about education and training opportunities in the Single Market. The Commission has therefore furthered cooperation with the European Association of Database Operators in Education and Training (EUDAT). In part this consisted of support for the development of the second phase of the interactive ROMEO CD-ROM to enable eight national databases to be searched in any of the seven original languages. This demonstration disk was formally presented to the Commission on the occasion of a major conference in Italy on European training issues, "Formazione Domani". Furthermore, preparatory work has been initiated on the organization of a European conference on databases in education and training to take place in 1991 with the aim of determining priorities for transnational cooperation in this area in the years to come.

The Commission proposals for the development of Transeuropean Networks<sup>1</sup> pay particular attention to the issue of information exchange and databases in the field of vocational training,

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<sup>1</sup> COM (90) 585

recognizing the importance of ensuring more open information on training systems, making better use of experience in the Member States, and improving the methods employed. The operation of the EUROTECNET programme will be considerably enhanced through the possibilities provided by a Transeuropean network, and the EUDAT association has already helped to improve the openness of and cooperation between databases in education and training across the Community.

### Management Training and Development

12. Training to ensure the right level of competence to back up Quality Management principles is becoming recognized as an important component in management training and development. Support was provided for a number of initiatives to widen the European dimension of Quality Management, including the undertaking of a study on the level of teaching and research on the issue in Higher Education, and the holding of a conference on the education and training dimension of Quality Management.

#### (x) DELTA (DEVELOPMENT OF EUROPEAN LEARNING THROUGH TECHNOLOGICAL ADVANCE)

1. The Exploratory Action of DELTA was adopted by the Council of Research Ministers on 29 June 1988<sup>1</sup>. This exploratory phase aims to explore the potential applications of information and telecommunications technology to training systems for the 1990s and beyond. DELTA is one of three Community programmes studying the application of advanced information, communication and broadcasting technologies in key economic and social areas. The other two programmes of this kind are DRIVE, on road transportation, and AIM, on medicine. Projects in the DELTA exploratory phase are investigating technical solutions to Europe's long-term training problems. DELTA complements the other Community actions relating to the acquisition of competences in the Community (COMETT, LINGUA) and relating to the development of innovative infrastructures for technologies and vocational training (EUROTECNET).

2. The Community budget set aside for DELTA is 20 million ECU, of which 17.75 million ECU has been invested in 30 collaborative research projects, involving a total of 217 partners from all Member States for an amount of around 5,000 man-month's work. The present 24-month exploratory action is intended to validate the approach of the overall workprogramme. Projects' work ends in February 1991.

3. Research is split into five action lines. Communication between partners and projects is an important part of the DELTA development work. This is ensured by regular concertation meetings, which are attended by all consortia.

The DELTA exploratory phase has been looking for concrete results

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<sup>1</sup> OJ L 206 of 30.7.1988

in five areas:

- building a consensus around a series of technology options and related methodologies, which will allow adequate transferability of development tools and learning materials;
- developing and adapting information technology in order to make it easy to use and suitable for education and training;
- specifying relevant communication and broadcast technology in order to exploit the potential of telecommunications networks for knowledge delivery and for distance collaboration between researchers, authors, teachers and learners;
- evaluating learners requirements at an early stage in the design of new technical systems;
- organizing European cooperation between industry, broadcasters, producers of educational material and universities.

4. A first overview of the selected projects is available (DOC: DELTA 90) and a review of initial results has been produced. The interim results of most of the projects were presented during the DELTA conference which was attended by 330 delegates in the Hague in October 1990. Workshops for the dissemination of the results have been organized in Brussels, Milan and Madrid. In Brussels, there was a workshop in October 1990, jointly organized by DG XIII and the Task Force Human Resources, on "Telematic networks for distance education and training (Electronic University)" (see also section II (xiv) above). In Milan, there was a workshop on "Markets and standards for learning technologies" on 11 December 1990, and in Madrid, there was a workshop on "Telecommunications-based Training" on 21 and 22 January 1991. These last two events were organized by the DELTA unit in cooperation with research projects.

The plans for the exploitation of the projects have been published<sup>1</sup>. They provide details on the prototypes, the specifications and the experiments which have been achieved by the projects. This publication also provides details on the results of the market research and market stimulation, which complement the technology research. The proceedings of the DELTA conference<sup>2</sup> include 60 papers.

5. In order to prepare the follow-up of the DELTA Exploratory Action, a concertation exercise has been organized to determine the sector actors' contributions to the specific research and development tasks to be undertaken during the next phase of the programme. This comprised a series of actions. These included several meetings of a Strategic Review Board, composed of people from NIT companies, publishing houses, universities, open universities, which formulated recommendations for the programme. These are summarised in a report. There were also several technical panels, the work of which has been disseminated - together with a questionnaire - to 6,000 persons representing the sectors concerned in Europe. The result of this work has been

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<sup>1</sup> DE1439 - December 1990

<sup>2</sup> Kluwer publications, NL, to be published

summarised in a DG XIII document: "The operation 92 results - Specification for R&D tasks in technology-based learning"<sup>1</sup>. The results of the concertation exercise have been used to prepare the workplan for the future phase of DELTA. The future phase will also take into account the "Final Report" of the programme which is now available<sup>2</sup>.

6. The present phase will be followed up in the context of the specific programme on "Telematic systems" in the third Framework Programme for Research and Development, where a sub-programme is dedicated to "Flexible and distance learning".

(xi) VOCATIONAL TRAINING FOR WOMEN

1. On 24 November 1987, the Commission adopted a Recommendation on Vocational Training for Women<sup>3</sup> which, in addressing the Member States, recommends a comprehensive range of measures which should be carried out to improve women's access to vocational training. The European Network of training programmes for women (IRIS) was launched at the end of 1988 in order to support the implementation of the Commission's Recommendation. The IRIS network aims to stimulate women's vocational training by a wide dissemination of information about training schemes for women throughout the Community in order to increase the number of more highly-skilled women on the labour market. The two objectives of the network are:

- to make employers and unions aware of vocational training for women and to strengthen their involvement in such training;
- to make trainers aware of the specific needs of women and to create a training method adapted to these needs.

2. Through the inter-programme exchange visits, publications, seminars and technical meetings and its contact data base, IRIS has helped programmes build up links. There is great interest in developing common programmes, including the exchange of teachers, trainees and course material.

Support for the IRIS network remains high. It has aroused interest in government circles, the private sector, and in employer and trade union organizations. The European Parliament has given its full support to IRIS, calling for it to be strengthened and developed to ensure that women's training, essential to their full and equal participation in the labour market, meets the challenges of 1992.

3. A Working Group on Vocational Training for Women, comprising representatives from the national training agencies and the national equality commissions of the Member States, oversees the

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<sup>1</sup> GE0393 - May 1990

<sup>2</sup> DE2500 - December 1990

<sup>3</sup> OJ L342 of 4.12.1987



activities of the IRIS network as a whole.

The day-to-day management of the network is carried out on behalf of the Commission by the IRIS Unit (CREW, the Centre for Research on European Women).

Technical, informal meetings bringing together those responsible for IRIS training programmes, members of the Working Group from the country concerned and representatives from the Commission and the IRIS unit were held in each of the Member States between June and September 1990. Relevant national policymakers were also invited to the meetings.

4. The IRIS network expanded rapidly in 1990. From the 71 training programmes in 1989, the number of programmes in the network by the end of 1990 reached 333 and these covered a wide variety of sectors, organizations and target groups. Italy has, by far, the highest number of programmes (72) followed by Spain, the UK and France (44, 43 and 41 respectively). Denmark has 34 programmes, Belgium 28 and the Netherlands 21, while Germany continues to be under-represented with only 16. Ireland, Portugal, Greece and Luxembourg have 12, 9, 9 and 6 respectively. 41% of current IRIS members are financed by the European Social Fund.

The IRIS training programmes are listed in the IRIS Directory. The 1990 Directory, in looseleaf format, was published in the nine official Community languages in January 1990.

5. Detailed information on all the member programmes is held in the continuously updated IRIS data base. Requests for information from the database have increased in the last year and there are plans to make a part of it available on-line to those on electronic mail systems.

IRIS members are also encouraged to place information on their training programmes directly on a computerized bulletin board. This bulletin board can also be accessed by anyone connected to an electronic mail system.

In 1990, its first year of operation, the electronic mail service was introduced in Belgium, Germany and the UK. 13 programmes and 3 members of the Working Group are connected to the service.

The service is now open to IRIS members everywhere with a special publicity effort being directed, in 1991, at France, Ireland, Italy and Luxembourg.

6. Eight groups of inter-programme exchanges took place during 1990. The 46 participants visited some 17 model IRIS programmes. Each visit lasted one week. Sessions were organized on teaching methods and materials, meetings were held with trainees, with organizations involved in training locally and with employers and trade unions.

A dossier on the exchange visits will be published in mid-1991.

7. Four national seminars were organized in 1990: in the Netherlands (May/June) on the theme "Quality vocational training for women, now and in the future"; in France (June) on "Women's training: strategic tool for enterprise and social challenge"; in Luxembourg (September) on "Information, Guidance and Vocational Training: Towards Equal Opportunities for Women's Integration in Employment"; and in Belgium (October) on "Women and Enterprise: training strategies for Europe 1992". The cycle of four seminars ended with the transnational meeting in Brussels on 16 and 17 October. Participants in all seminars represented employers, trade unions, training programmes, equality bodies and policymakers.

Dossiers were published on the seminars.

8. Small grants were given to IRIS programmes to develop publicity packages and partnerships. The publicity material produced with grant aid was displayed at the Belgium seminar in October 1990.

The partnerships aimed at the exchange of good training practices, teaching techniques and, in some cases, trainees. A number focused on developing common courses, the training of trainers and the setting up of a European network to market the products of trainee entrepreneurs.

9. Four issues of the IRIS Bulletin, now in its expanded 16 page form were published in 1990. Around 4,000 copies of the Bulletin, which is available in English and French, were distributed.

The 1989 Annual Report was published in English and French early in 1990.

An evaluation of the network by its members was carried out by posted questionnaire. The results will be published in the 1990 Annual Report.

#### (xii) COMPARABILITY OF VOCATIONAL TRAINING QUALIFICATIONS

1. During the period 1988-1989, the Commission has continued to work, with the technical assistance of CEDEFOP, on the implementation of the Council Decision of 16 July 1985 on the comparability of vocational training qualifications between the Member States of the European Community<sup>1</sup>. The Decision is designed to contribute to the achievement of one of the basic aims of the Treaty - full freedom of movement for workers - by enabling workers to make better use of their qualifications, in particular in obtaining suitable employment in another Member State. It requires the Commission and the Member States to draw up for each profession at the "qualified worker" level:

- a Community description of the practical professional requirements;

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<sup>1</sup> OJ L199 of 31.7.1985

- a comparative table setting out the certificates, qualifications, diplomas and training specializations used in each Member State.

This work allows any migrant worker possessing one of the diplomas, certificates or other vocational training qualifications included in the comparative table concerning his/her profession to compare them with the qualifications included in the Community description of the practical professional requirements relating to that profession.

2. In 1990, the Commission published in the Official Journal of the European Communities the results of work on the comparability of vocational training qualifications concerning professions at the level of "qualified worker" in the following sectors:

- agriculture/horticulture/forestry (OJ C83 of 2.4.1990)
- textile/clothing (OJ C253 of 8.10.1990)

Moreover, important technical work has already been completed in other sectors: textile-industry, metallurgy, chemical industry, office-administration (including banking and insurance), commerce.

(xiii) EUROPEAN CENTRE FOR THE DEVELOPMENT OF VOCATIONAL TRAINING - CEDEFOP

1. CEDEFOP, which was established by a Decision of the Council<sup>1</sup> in 1975 and is based in Berlin, provides the Commission with technical assistance in its efforts to promote a common vocational training policy, and in its management of specific vocational training programmes. More particularly, the tasks of CEDEFOP are: to assist the Commission in encouraging at Community level the promotion and development of vocational training and continuing education; to compile documentation comprising, inter alia, progress reports and recent research studies in relevant fields; to contribute to the further development and coordination of research in relevant fields; to foster the exchange of information and experience; to disseminate information and documentation; and to encourage and support initiatives facilitating concerted action in solving vocational training problems.

2. CEDEFOP is managed by a Management Board on which the social partners, the governments of the Member States, and the Commission are represented. During the period under review CEDEFOP's budget and the number of personnel increased, so that it now has 65 officials drawn from all twelve Member States.

3. CEDEFOP's work in 1990 was based on the Action Guidelines adopted for the period 1989-1992 by the Management Board of CEDEFOP at the end of 1988. The Action Guidelines cover five

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<sup>1</sup> OJ L 39 of 13.2.1975

broad fields of activity:

- . Area A : Research and development activities aimed at achieving the free movement of individuals through the development of "comparability of qualifications" and "occupational profiles" with the perspective of a "European labour market".

This work was central to activities in 1990 and focused on comparability at level 2 (that is, skilled workers/skilled employees). All the technical work on the sectors of agriculture, textile/clothing, textile/industry and metallurgy was completed and presented to the Commission for publication. Work also continued on the feasibility study regarding the establishment of a European directory of occupational profiles;

- . Area B : Research work on the role of vocational training in the achievement of the objectives of "economic and social cohesion within the Community";
- . Area C : Contribution towards the exchange of extensive information and the development of the documentation and communication network of CEDEFOP with the aim of creating a "European vocational training area";
- . Area D : Activities to promote the transnational exchange of specialists and innovative experience in the field of vocational training, with the objective of supporting and initiating innovative measures in the field of initial and continuing training;
- . Area E : Research and development activities involving the main actors in the field of vocational training, with the objective of creating a "European area for social dialogue and cooperation with all European Member States".

(xiv)            STRUCTURAL FUNDS

1. The Structural Funds of the Community are the European Social Fund (ESF), the European Regional Development Fund (ERDF) and the European Agricultural Guidance and Guarantee Fund - Guidance Section (EAGGF - Guidance Section).

1990 was the second year in which the Structural Fund reforms were implemented. The new framework was established in 1988 by five Council Regulations<sup>1</sup>. These define the new approach to

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<sup>1</sup> Council Regulation (EEC) N°2052/88 of 24 June 1988 - OJ L185 of 15.7.1988  
 Council Regulation (EEC) N°4253/88 of 19 December 1988  
 Council Regulation (EEC) N°4254/88 of 19 December 1988  
 Council Regulation (EEC) N°4255/88 of 19 December 1988  
 Council Regulation (EEC) N°4256/88 of 19 December 1988  
 - OJ L374 of 31.12.1988

providing assistance for the economic and social development of Community regions lagging behind as well as the adaptation of structures and the promotion of rural zones. The reform is essentially aimed at reinforcing the economic and social cohesion of the Member States and at increasing the effectiveness of the management of the Structural Funds.

The five priority objectives of the Structural Funds are:

1. Promoting the development and structural adjustment of the regions whose development is lagging behind (Objective 1)
2. Converting the regions, frontier regions or parts of regions (including employment areas and urban communities) seriously affected by industrial decline (Objective 2)
3. Combatting long-term unemployment (Objective 3)
4. Facilitating the occupational integration of young people (Objective 4)
5. With a view to reform of the common agricultural policy
  - a. speeding up the adjustment of agricultural structures, and
  - b. promoting the development of rural areas (Objective 5(a) and 5(b))

The Regulations also provide for doubling of Structural Fund financial resources between 1987 and 1993.

2. The key element of the reform is the establishment of Community Support Frameworks (CSFs) on the basis of plans submitted to the Commission by the Member States. The CSFs cover three or five years and define priorities for joint Community and national action and their financing. Any requests for assistance by the Member States must be made within these frameworks if they are to be eligible for support. In addition, Community Initiatives may be undertaken to cover action not envisaged in the Member States' plans.

1989 was devoted to setting up most of Objective 1 CSFs, all of Objective 2 CSFs and most of Objective 3 and Objective 4 CSFs.

In the first half of 1990 the remaining CSFs were set up including those for Greece under Objective 1, Spain under Objectives 3 and 4 and 44 CSFs concerning Objective 5(b).

#### European Social Fund (ESF)

3. The ESF is involved in all three Objectives concerned with regional development (1,2 and 5b) under which it works in synergy with the ERDF and the EAGGF, and also in the two 'horizontal' (national) Objectives under which it acts alone (3 and 4). In all, the ESF is involved in 114 CSFs.

The CSFs for Objectives 1 and 5(b) were established for the period from 1989 to 1993, those for Objective 2 from 1989 to 1991

and those for Objectives 3 and 4 from 1990 to 1992. Total allocations from the ESF were fixed at just over 15 billion ECU (48 billion ECU are to be provided by the three Funds for all CSFs).

In the seven CSFs defined for the regions of Objective 1 (concerning all of Portugal, Ireland and Greece as well as parts of Spain, Italy, France and the UK) 9,813 million ECU will be put at the disposal of the ESF.

The ESF will be able to invest 988 million ECU in the regions under the 54 Objective 2 CSFs.

As for the 9 CSFs for Objectives 3 and 4 (ie for all Member States except for those completely covered under Objective 1), 4,128 million ECU have been earmarked for the ESF. To this sum will be added almost 4 billion ECU set aside for Objective 1 CSFs, for types of actions relating to Objectives 3 and 4.

4. In all these regional Objectives, importance has been attached to training and human resources generally in economic development; the training, employment and recruitment aid actions which have received support have been fixed according to economic development priorities chosen elsewhere.

Support for the horizontal objectives dealing with the fight against long-term unemployment and the occupational integration of young people is centred on:

- basic training and retraining which accounts for some 45% of CSF funds;
- second level training ie. training those who have already received some sort of training or who have been employed (8% of the total of Objective 3 and 4 CSFs).
- technological and specialized training (training in advanced technologies leading to high-level qualifications for which 388 million ECU or 9.4% of the total budget has been allocated).
- help for recruitment which represents 7.7% of the total CSF budget.

There has always been support for innovative, transnational activities and for technical assistance linked to the implementation of Structural Fund Reforms.

In Objective 3 and 4 CSFs, emphasis has been placed on those categories experiencing particular difficulties on the labour market. These represent almost 20% of CSF funds for Objectives 3 and 4 outside of Objective 1 (10% for activities linked to the handicapped, 5.8% for women and some 3.7% for migrants).

After integrating Objective 3 and 4 type actions which are covered by the CSFs for Objective 1, the financial packages for those persons defined as having particular difficulties on the

labour market should constitute 16% of total funds for Objectives 3 and 4 actions in the Community as a whole (8.8% for the handicapped, almost 5% for women and almost 2.2% for migrants).

5. 1990 was also marked by the drafting, negotiating and approval by the Commission of requests for assistance within the CSFs. For the ESF, this now basically consists of operational programmes and global grants which meant that both the Member States and the Commission had to go from a system of projects which had hitherto been submitted for consideration to the ESF services, to a system of programmes designed as a set of coherent and pluriannual measures. Consequently, this meant going from a framework of annual budgetary intervention to a planning perspective which is not always easy in the field of training and employment.

Out of roughly 390 forms of ESF intervention covering the CSFs at the end of 1990, the Commission had delivered an opinion on about 320 operational programmes or global grants with a budgetary commitment of nearly 3,500 million ECU.

6. At the same time as the various requests for assistance were being considered, the Commission, as provided for in the Regulations, drafted three Community Initiatives in the field of the development of human resources.

After a decision in principle by the Commission on 2 May 1990, the text of these three Initiatives was finally adopted by the Commission on 2 December 1990 with an overall budget not exceeding 600 million ECU.

The first of these Initiatives, EUROFORM, relates to vocational training. It forms part of an overall strategy to provide a Community dimension for all vocational training actions and, more generally, with regard to the development of new qualifications, skills and employment opportunities generated by the completion of the Single Market by encouraging cooperation between the Member States and regions of the Community.

The Initiative also aims to promote partnerships between the various bodies concerned with problems arising from employment and training in the Member States.

Transnational actions to be supported could include exchanges of training programmes, of trainers, of those involved in developing employment or of trainees, or cooperation between consortia preparing, planning or producing training actions.

The budget for EUROFORM is estimated at 300 million ECU.

The second Initiative, NOW, concerns the promotion of equal opportunities for women in employment and vocational training. With this Initiative, the Commission hopes to support the creation of small businesses and cooperatives by women as well as the reintegration into the labour market of women who have interrupted their professional careers for long periods for family reasons. In addition to assistance for employment creation, self-employment activities, guidance, advice or vocational training, accompanying measures linked to the problem

of child minding are also envisaged.  
The Budget for NOW is estimated at 120 million ECU.

The third Initiative, HORIZON, concerns the social and professional integration of the handicapped and certain other disadvantaged groups. Activities foreseen under this Initiative are aimed at reducing unemployment among the handicapped by improving their competitiveness on the labour market, in particular through vocational training in the new technologies, guidance and advice, and at adapting infrastructures to accommodate the specific difficulties of the disabled. For other disadvantaged groups, such as the long-term unemployed, the Commission would like to promote the exchange of experiences between innovatory pilot projects aimed at facilitating their integration into the labour market and into society as a whole. Those faced with economic and social upheaval but whose immigration, especially to Objective 1 regions, could adversely affect the employment situation in the areas concerned will also be covered by this Initiative.

The budget for HORIZON is estimated at 180 million ECU.

Activities promoted within the three Initiatives must be of a transnational nature, with priority being given to those allowing the transfer of experience to regions covered by Objective 1. The Member States should, within the framework of these Initiatives, submit to the Commission, operational programmes or global grants within six months of the date of communication to the Official Journal of the European Communities.

#### European Regional Development Fund (ERDF)

7. Community support is provided through direct financial assistance within the framework of the Structural Funds, and also through specific programmes to aid research into development, and the exchange of information and of training staff. Under the CSFs, the ERDF can finance the establishment and improvement of vocational training in Objective 1 regions. Major priority is also given to requests to finance training infrastructure in Objective 2 and 5(b) regions.

Under the ERDF, the estimated expenditure for vocational training facilities in Objective 2 regions is 3.6 million ECU and the estimated expenditure for training equipment in Objective 1 regions is 341.8 million ECU. Expenditure on human resources infrastructure is 589.2 million ECU in Objective 1 regions and 6.4 million ECU in Objective 2 regions. Finally, under the Community support which is available for education and training, there is an estimated expenditure on research and development of 615 million ECU for Objective 1 regions and 67.6 million ECU for Objective 2 regions.

#### European Agricultural Guidance and Guarantee Fund (EAGGF) - Guidance Section

8. Agricultural vocational training is supported by the EAGGF Guidance Section which is involved in CSFs for Objectives 1, 5(a)



and 5(b).

This activity is considered to be very important in as much as it affects the success of other measures vital to the agricultural sector and rural regions such as assistance for investment in agricultural enterprises and the integration of young farmers. In 1990 the link between vocational training and other horizontal measures was reinforced.

The aim is to improve the level of general, technical and economic training of the agricultural population, especially in management, production and commercialization, and of young people in particular.

Financial support provided by the EAGGF Guidance Section covers the attendance and organization of initial or continuing agricultural vocational training for:

- farmers, helpers and employees over compulsory schooling age
- directors and managers of groups of producers and cooperatives
- young farmers who have to follow a course of at least 150 hours to achieve the level of training required to obtain assistance for setting-up a farm.

The EAGGF Guarantee may provide financing to the tune of 7,000 ECU per person during his working life, 2,500 of which is for courses concerning the environment, forestry and the reorientation of production.

9. There were also two Community Initiatives proposed in the framework of reinforcing action to develop rural areas.

On 7 June 1990 the Commission presented a proposal for a Council Decision relating to the setting up of a Network of Information centres on initiatives regarding Rural Development and Agricultural markets, called MIRIAM<sup>1</sup>. These centres, around 100 of which are foreseen, are to be situated in particular in regions covered by Objectives 1 or 5(b). They will aim to provide technical and information assistance to actors in rural development, particularly farmers, with the Community's financial support. Whilst the MIRIAM network would focus more on information than training, it would play an important part in agricultural vocational training by providing pertinent information and a forum for meetings, exchanges and stimulation.

On 30 July 1990 the Commission adopted a Communication to the Member States determining the guidelines for integrated agricultural subventions for which Member States are invited to present proposals for the LEADER - Liaison between Development Actions and the Rural Economy - programme. LEADER includes a strand devoted to vocational training and employment assistance.

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<sup>1</sup> COM(90) 230 final

This aims to improve development possibilities in rural areas by supporting local initiatives to favour the acquisition and dissemination of know-how on rural development through modern communication methods in Objectives 1 and 5(b) regions. It will be implemented through a network of Local Action Groups for rural development.

(xv) MATTHAEUS PROGRAMME

1. In 1989 the Commission decided to introduce a vocational training programme, MATTHAEUS, for customs officials based on the exchange of these officials between national administrations.

The objectives of this programme are as follows:

- . to prepare customs officials of the Member States for the implications of the Single Market with a view to the uniform application of Community regulations at the external border of the Community;
- . to make customs services more conscious of the fact that in the Single Market, even more than at present, each national administration is working for the Community as a whole;
- . to provide supplementary, specially adapted, vocational training for the greatest possible number of customs officials;
- . to utilize to maximum advantage the know-how of customs services in the Community through greater mobility of customs personnel, and thus to improve the management of the Customs Union and the implementation of tax provisions on imports and exports;
- . to stimulate intensive and ongoing cooperation at all levels of the relevant administrations in order to prepare them to work together in the context of the Internal Market.

As such a large scale programme does not lend itself to improvisation it was decided to proceed in stages, beginning in 1990 with a pilot project.

2. The pilot project in 1990 has enabled the development of a set of actions based on three main operations:

- a. The exchange of officials between national customs administrations.

578 officials from all Member State customs administrations were exchanged in this operation. The exchanges were based upon the principle of twinning officials and offices with identical profiles.

The exchange officials worked with their counterparts from other Member States and, in most cases, were operational in their workplace.

- b. Training seminars for trainers in customs schools as well

as for officials responsible for the implementation of Community law and the fight against fraud.

A number of seminars took place in 1990, both in Brussels and in the Member States, covering different topics:

- The Common Agricultural Policy: combatting fraud through better training
- The fight against drugs
- The Common Commercial Policy
- Economic systems
- SCENT (System Customs Enforcement Network).

These seminars enabled trainers from customs schools to exchange their educational experiences so as to move towards a rapprochement and improvement of teaching methods throughout the Community. For their part, officials working on the ground have become aware of the increasing Community dimension to their work and the necessity of speeding up cooperation between Member States through the comparison of ideas on problems arising from the implementation of Community law.

- c. Preparation for the implementation of common training programmes in the Member State customs schools

The Commission has drafted common training programmes for the customs schools.

These programmes will give all Community customs officials the same vocational training.

3. The 1990 pilot project resulted in the collection of useful material which should allow the implementation of a more ambitious training programme spread over several years.

Also, on the basis of experience gained, a draft Council Decision has been submitted to the Commission concerning a multi-annual programme of Community actions on the subject of the vocational training of customs officials, to be applicable from 1991.

#### (xvi) JOURNALISM TRAINING IN EUROPE

1. With Commission support, a number of institutions of journalism training have created a European Association of journalism training. The aims of the Association are, in the perspective of 1992, to develop exchanges of teachers and students, to collaborate in exchanges of professional practices and teaching methods, to prepare written or audiovisual school magazines, and to encourage any activity enabling students to acquire a European view of information problems.

In order to achieve these aims, several practical teaching experiments were carried out with the Commission's support. Amongst these should be mentioned the creation of a "European option" in the journalism course in several training institutions (study of different aspects of the Community, multilingualism,

student exchanges, etc). In addition, an annual European magazine "Euroreporter" was produced, enabling student journalists in various Community countries to combine their educational and linguistic talents and efforts.

2. In the longer term, the Commission supported the preparation of a study published on the state of journalism training in the Member States. This study formed the basis for the first conference on journalism training in Europe on 22 to 23 November 1990. The conference brought together 150 representatives of training institutions, professional training associations, newspapers, radio and television in the Community, with similar representatives from EFTA and Central and Eastern European countries.

The conclusions underlined, in particular, the need to set up exchange programmes for students and teachers between institutions of journalism training in the Community.

A study on training and exchanges in Eastern Europe has also been undertaken.

#### (xvii) TOURISM

##### European hotel trainee placement programme

1. In its Communication of 31 January 1986 to the Council concerning "Community action in the field of tourism"<sup>1</sup>, the Commission underlined the need for good vocational training in the tourism industry. It pointed out that the contribution made by the European Social Fund no longer met the real needs of the tourism industry and announced its intention to promote cooperation between education institutions in the Member States with a view to organizing practical training abroad for students in tourism occupations.

The Community's Committee of European Hotel and Catering Industry (HOTREC) immediately showed its interest in the Commission's intention and set up, in collaboration with the Commission, a trainee placement programme.

2. At present, this comprises a pilot programme which only covers the hotel and catering sector but it would be desirable to extend it to other tourism activities.

The aim of the programme is to provide additional practical training to improve trainees' promotion prospects and enable them to acquire knowledge in different areas of the hotel industry. The placement lasts for a period of between six and twelve months.

The Commission meets the travel expenses of trainees and the

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<sup>1</sup> Bulletin of the European Communities, Supplement 4/86

administrative costs of the programme, while the hotel industry provides trainees with a grant to cover living expenses abroad.

The programme initially aimed to place 330 trainees. In 1990, 400 trainees were placed.

Once completed, the pilot programme - which has covered many aspects of vocational training for tourism - could be integrated into other Commission training programmes.

(xviii) EUROSTAT (Statistical Office of the European Communities)

1. The European Communities statistical programme for 1989-92, drawn up by Eurostat in cooperation with the statistical services of the Member States and adopted by the Council, provides for increased collection and analysis of education and training statistics in the years to come.

2. In 1990, efforts were concentrated on improving and extending the range of information to be gathered as part of the annual Community enquiry into labour forces. A revision and adaptation of the enquiry to meet existing and future Community needs as part of the economic and social cohesion of the Single Market was also drawn up. A draft Regulation covering this enquiry from 1992 onwards will be submitted to the Council in early 1991. The contents of the enquiry will be extended, basically to cover vocational training issues such as the total length of training and the number of hours per week for each area.

3. As part of activities for improving the quality of statistical information, especially the comparability between Member States, Eurostat is currently conducting a study into the application of the Standard Classification of Occupations (CITP/ISCO 1988) in the 1991 population census and the labour force enquiry. The aim of this study is to reach an ISCO/COM which guarantees the highest possible level of international comparability through a prior concerted effort by the Member States on the content of the different subject areas of this classification.

4. The regular collection of administrative data on school and university education is currently the subject of critical examination, particularly regarding the transcription of national systems into ICSED international nomenclature. An updated version of the data in the form of "Rapid Statistics" in the Eurostat "Population and Social Conditions" series is being prepared.

5. In 1990, Eurostat was also given new tasks by the Council Decision on the FORCE programme which, for continuing vocational training, provides for the systematic collection of existing data in the Member States, the development of comparable concepts, a common methodology which can be used in all Member States, and the launch of a specific enquiry in a sample of companies.

## VI. YOUTH POLICY

1. In addition to the developments in education and training policies outlined above, many of which by their nature affect young people first and foremost, the Community has continued to pursue a number of activities in the "Youth Policy" field. Of particular significance in this area were: the presentation by the Commission of a Memorandum "Young People in the European Community"<sup>1</sup>, which provided a basis for discussion on future Community action in this field; and the informal meeting of Ministers responsible for Youth Affairs, called by the Italian Presidency in Rome on 9 November 1990, exactly one year after the Ministerial Colloquium "the '93 Generation - the New Frontier"<sup>2</sup>, hosted by the French Presidency in 1989.

2. The series of meetings of Senior Officials from Ministries responsible for youth affairs was continued with a meeting in March 1990, hosted by the Irish Presidency. This meeting considered ways in which the Community might help to meet the needs of young people outside formal education or training. Participants agreed to support an Irish Presidency proposal to hold a meeting of those responsible for youth worker training in the Member States, and to draw up a catalogue of training and certification on offer. This meeting took place in June 1990, and the report was submitted by the Irish organizers early in 1991.

3. The Commission's Memorandum "Young People in the European Community" was presented as part of a "package" of proposals affecting young people - the other two documents presented at the same time being the proposal for extending the Youth for Europe programme (see section (i) below), and the proposal for the consolidation of the PETRA Programme (see section V(ii) above). The Memorandum was represented with the intention of launching a debate on the Community's role in "youth policy". It sets out the Commission's concern that in many ways the Community is not at present responding to the needs of young people, and that the Member states should define the areas and means appropriate for closer Community cooperation on youth affairs.

4. The Commission suggests in the Memorandum that the first aim of a Community "youth policy" could be that of encouraging the active citizenship of young people. Establishing closer links between the youth services of Member States is another major objective. Within that aim, the Community could facilitate exchanges of information and experience, and cooperative activities in fields such as youth research, study visits, seminars, etc. Thirdly, the Commission suggests that reflection could be centred upon activities in five specific areas affecting young people:

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<sup>1</sup> COM (90) 469 final of 15.10.1990

<sup>2</sup> cf Annual report 1989, section VI, paras 2-4

a. Supporting the initiative and creativity of young people

The Commission recalls the support made available for "youth initiatives" in the PETRA programme (see section V (ii) above), and suggests that the scope of intervention of such support (currently limited to projects in the fields of employment creation, initial training, youth information and involving the disadvantaged) could be widened to include areas outside the scope of the present PETRA programme.

b. Exchange and mobility of young people

The Commission notes the success of the Youth for Europe programme, but suggests that there is further work to be done on opening up the programme to disadvantaged young people. It also suggests that there should be support within a Community framework for activities of a "voluntary service" nature<sup>1</sup> (see draft Decision for the continuation of Youth for Europe).

c. Youth Worker Training

The Commission notes the variety of youth worker training systems current in Member States, ranging from very developed and advanced systems in some Member States to the virtual absence of professional training for youth workers in others. It suggests that it would be appropriate for the Community firstly, to enable Member States to learn from the experience of others in this field, secondly, to support a limited number of joint European operations, and thirdly, to support the process of comparability and recognition of youth worker qualifications between Member States.

d. Informing young people and responding to their needs

The Commission sets out three priority areas of activity (developing information services at European level, improving information to young people, and informing the younger age-group), and states its intention to present a comprehensive set of actions in the youth information field in 1991.

e. The Youth Forum, youth associations and movements

The Commission reflects upon the relations between the Community and the Youth Forum, and between the Community and the various youth associations and movements in Europe, and considers the appropriateness of the present ways of

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<sup>1</sup> The phrase "voluntary service" as used in this context has no particular relation to similar activities which are permitted in some Member States to replace military service.

supporting them.

5. This Memorandum formed the basis of discussions by Ministers responsible for youth affairs at their informal meeting in Rome on 9 November 1990. In general, Ministers regarded the areas set out by the Commission as appropriate and useful. The Italian Presidency's conclusions expressed the hope that it would be possible for Ministers to meet again in a "Youth Council" under the Luxembourg Presidency, to adopt a more formal set of reactions to the document. The Memorandum will be discussed by an ad-hoc group in the Council.

6. In July 1990, the Commission held a meeting of experts from each Member State on youth research. The purpose of this meeting was to examine how they could contribute to a report on young people in the Community, and a number of ways forward were discussed. Each expert agreed to send the Commission a summary of the current state of youth research in his country, and on the basis of these reports the Commission will host further meetings in 1991. In this same context, the Commission launched a further survey of young people in the "Eurobarometer" series, the last of which was undertaken in 1987<sup>1</sup>. This survey, under which some 7,000 young people across the Community will be questioned, covers areas such as foreign language knowledge, vocational training and guidance, employment, income, travel, etc. The results of the survey are expected to be published in the first part of 1991.

(i) THE YOUTH FOR EUROPE PROGRAMME

1. The Council Decision on this action programme was adopted on 16 June 1988<sup>2</sup> for the period 1989-1991. The indicative budget for the three years was 15 million ECU which should allow for some 80,000 young people between 15 and 25 years of age in the Community to benefit from the programme.

2. The general objectives of the Youth for Europe programme are: to promote improvements in the quality of youth exchanges; to encourage the diversification of such exchanges; to enhance young people's European awareness by developing on-going links between them and between their organizations; to identify means of overcoming barriers to youth exchanges; and to define new actions to be undertaken in order to fill gaps in existing youth exchange programmes and schemes. The programme particularly encourages the active participation of young people in exchange projects and, in parallel, the increase in the participation of those young people who experience most difficulty in doing so for socio-economic, geographical, physical or other reasons.

3. In order to achieve these general objectives, the programme

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<sup>1</sup> "Young Europeans in 1987" - OOEPC, Luxembourg 1988.  
ISBN 92-825-9511-0

<sup>2</sup> OJ L158 of 25.6.1988



established five types of Community action:

- . Action A : direct financial support for exchanges of a minimum of 7 days' duration. This action represents the most substantial part of the programme, and 66% of the credits available were devoted to this action in 1990.
- . Action B : support of short study visits for youth workers and others involved in youth exchanges. 30 study visits involving 354 participants took place in 1990.
- . Action C : grants to European non-governmental youth organizations who wish to set up an infrastructure for youth exchanges. (8 projects were selected for funding in 1990).
- . Action D : assistance to the National Agencies responsible for the promotion of the programme and the coordination of its administration at national level.
- . Action E : aid for European-level training (in youth exchange matters) of youth workers. 145 youth workers participated in 1990.

4. The coordination of the programme is largely decentralized, the Member States having designated National Agencies responsible, in particular, for the management of Action A - direct support of youth exchanges.

5. The Youth for Europe Advisory Committee, established under the Council Decision adopting the programme, met in April 1990 in order to discuss the implementation and evaluation of the programme, the guidelines and use of the budget, and orientations for the future. A second meeting, planned to take place in November, had to be postponed until January 1991.

6. The first year of effective implementation of this programme was 1989. Both the Commission and the National Agencies felt that it would be useful to take stock of this implementation in more detail than was possible during Advisory Committee meetings. During the month of February 1990, the Commission therefore organized individual discussions in Brussels with delegations from all Member States in order to establish the effects of the programme and how its aims and priorities had been met, and to consider ideas for the further evaluation and the continuation of the programme.

7. The outcome of these discussions served as a basis for the preparation of a general evaluation of the programme in response to the Resolution of the European Parliament of 16 February 1990 on Community education and training programmes. A meeting between Directors of National Agencies and the Commission in September in Brussels concentrated on the framework and the calendar for this evaluation throughout the Member States.

8. In order to clarify the priorities of the programme and to further enhance cooperation, the Commission also organized a

series of operational seminars and working meetings with the National Agencies :

- a thematic seminar on the European Dimension in Youth Exchanges in Galway, Ireland (in March-April);
- three coordination meetings - Brussels in April, Copenhagen in June, Bruges in November;

9. Specific attention was given, in 1990, to Action E of this programme - European-level training of youth workers for exchanges of young people. The Commission and the National Agencies organized three pilot training courses for youth workers from all Member States in Denmark, Greece and Italy in April and May. An evaluation of these courses highlights the fact that they have contributed to the creation of transnational cooperation structures which will have multiplier effects in Member States which have experienced difficulties in participating fully in youth exchange activities. The experience gained and the results from these pilot courses will be used for future training activities for youth workers.

10. The Commission is provided with technical and logistical assistance in the administration of the Youth for Europe programme by the European Community Youth Exchange Bureau in Brussels. This support is governed by a contract between the Commission and Europa-Union Deutschland (an affiliate of the European Movement in the FRG).

11. The Commission published an activity report 1988-89 on this programme on 1 August 1990<sup>1</sup>. In 1990, the credits available were used to support exchanges of 28,084 young people in the Community.

12. On 10 October 1990, the Commission presented its proposals for the second phase of the Youth for Europe programme<sup>2</sup>. These proposals provided for a continuation of the programme from 1992 to 1994, together with an increase in its budget. This increase was proposed, in particular, in order to enable the Community to provide stronger support for measures promoting the active participation in this programme of disadvantaged young people. The proposals also included support, on an experimental basis, for voluntary work projects carried out by young people in another Member State.

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<sup>1</sup> COM(90) 378 final

<sup>2</sup> COM(90) 469 final

(ii) EXCHANGES OF YOUNG WORKERS

1. The Third Joint Programme for the Exchange of Young Workers was adopted by the Council in its Decision of 13 December 1984<sup>1</sup> for the period 1985-1990. On 29 May 1990, the Council adopted a further Decision<sup>2</sup>, amending the first one and stipulating that this programme should end at the latest by 31 December 1991, and that the Council should examine by 31 March 1991 a proposal from the Commission to continue the activity.

2. The programme aims to give young workers/job seekers of 18 to 28 years of age training and practical experience through living and working in another Member State. Both young workers in employment and registered job seekers may participate in the Third Programme if they have either basic vocational training or the equivalent practical work experience. The Commission essentially supports exchanges for young workers who do not have university-level qualifications.

At the end of 1990 there were approximately 58 million young people in the Community - 16% of the total population. Given that there are some 6.5 million students in higher education, young workers - full-time, part-time or unemployed - make up the majority of young people aged between 18 and 28.

3. The exchanges range from the short-term (three weeks to three months) to the long-term (4 months to 16 months). At the beginning of the long-term exchanges there is a language and orientation course of one or two months. In both long and short exchanges the range of sectors of activity is very broad : agriculture, crafts, trade, tourism, culture, leisure activities, health, etc.

4. The Young Workers' Exchange Programme is monitored by a government representative in each Member State, acting as a national coordinator for the programme. A meeting with the national coordinators was organized by the Commission in July 1990.

5. The Commission is responsible for drawing up the general rules and policy guidelines with regard to the programme, selecting and setting the level of Community financing of each project, and adopting proposals. Responsibility for the organization and implementation of exchanges lies with various organizing bodies across the Community. In 1990, 45 different organizers received funding from the Commission for exchange projects in the framework of this programme, 21 of them for the first time.

6. The European Community Youth Exchange Bureau provided the Commission with technical and logistical assistance in the

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<sup>1</sup> OJ L331 of 19.12.1984

<sup>2</sup> OJ L156 of 21.6.1990

provision of information on, and the administration and evaluation of this programme.

7. A second activity report on the programme, covering the period 1988-1989, was published by the Commission on 1 August 1990<sup>1</sup>. A general evaluation of the programme was launched in 1990, in response to the European Parliament Resolution of 16 February 1990 on Community education and training programmes.

8. In 1990, a budget of 5.5 million ECU provided support for exchanges of 2,964 young workers in the Community.

9. On 10 October 1990, the Commission presented its proposal for the consolidation of the PETRA programme<sup>2</sup> which includes provision for exchanges of young workers from 1991 onwards (see section V(ii) above).

### (iii) OTHER ACTIVITIES CONCERNING YOUTH

#### European Youth Card

1. The Commission continued in 1990 to support the activities of the European Conference of Youth Cards, a permanent structure formed by European Youth card organizations in 1989. In particular, the Commission provided support for their meetings and for a major dance project organized by them with the Strathclyde Regional Council in Glasgow. This project brought together 24 young professional dancers from across the Community who created two new works, and 120 young dancers in training for master-classes with major European choreographers. Young dancers from the region also took part.

#### Youth Forum

2. During 1990 the Commission kept regularly in contact with the Youth Forum, which consists of representatives of the National Youth Councils from the Member States, and of major international non-governmental youth organizations active at Community level. It acts as the formal channel for the views of young people and their associations to the Community's Institutions. The Commission also continued its policy of inviting the Forum to be represented at seminars and meetings concerning young people. These include the Youth for Europe Advisory Committee, where the Forum has observer status; and the Advisory Committee for Vocational Training.

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<sup>1</sup> COM(90) 377 final

<sup>2</sup> COM(90) 467 final

## VII. RELATIONS WITH THIRD COUNTRIES

In the field of education and training the relations between the Commission and third countries were particularly developed during 1990, as a result of the political evolution in Central and Eastern Europe and the new global approach towards the EFTA countries.

Specific initiatives were also launched with the USA, Japan and Australia, through exchanges of information and joint organization of conferences and seminars.

### (i) CENTRAL AND EASTERN EUROPE

1. The Sommet de l'Arche (Summit of the Group of Seven - United States, Canada, Japan, France, Germany, Italy and the United Kingdom) held in Paris from 14 to 16 July 1989 entrusted the Commission with the task of coordinating aid to Poland and Hungary, which is designed to facilitate the restructuring of these two countries' economies. At the invitation of the Commission, the 24 member countries of the OECD met in Brussels on 1 August 1989 for the first coordination meeting of the operation, called PHARE (Poland and Hungary : assistance for economic restructuring). At this meeting the "Group of 24" (G-24), in collaboration with the Polish and Hungarian authorities, indentified four priority sectors for concerted action under this coordinated operation. One of the priorities was training. The meeting also set up working parties of interested countries from the G-24, to be chaired by Commission representatives, to carry on the work in the priority areas between full meetings of the G-24. Following the first G-24 Ministerial Meeting of 13 December 1989, the EC Council of Ministers established a 300 million ECU fund for economic aid to Poland and Hungary<sup>1</sup>.

2. A number of advances were made in 1990 as far as Community assistance to the countries of Central and Eastern Europe in the field of vocational training and education is concerned. Of these, the most significant was the adoption of the TEMPUS Scheme and the European Training Foundation by the Council on 7 May 1990<sup>2</sup>. Both actions were only initially open to Poland and Hungary. However, at the second Ministerial Meeting held in Brussels on 4 July 1990, Ministers of the G-24 agreed to extend Community and G-24 assistance, in parallel with the progress in political and economic reform, to the German Democratic Republic, Czechoslovakia, Bulgaria and Yugoslavia in order to support this process. As a result, on 17 September 1990<sup>3</sup> the Council decided

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<sup>1</sup> OJ L375 of 23.12.1989.

<sup>2</sup> Council Decision N° 90/233/EC of 7.5.1990.  
Council Regulation N° 1360/90 of 7.5.1990.

<sup>3</sup> OJ L257 of 21.9.1990.

to extend the PHARE assistance programme to these countries, which then became automatically eligible to participate in the TEMPUS Scheme and the European Training Foundation.

## TEMPUS

3. The TEMPUS Scheme was adopted by the Council on 7 May 1990 within a 5-year perspective for an initial pilot phase of 3 years, beginning on 1 July 1990. TEMPUS is funded from the Community's overall PHARE budget for assistance to the countries of Central and Eastern Europe designated as eligible for economic aid. For 1990, 25 million ECU was allocated to TEMPUS to cover 4 eligible countries (Poland, Hungary, Czechoslovakia, former GDR). The TEMPUS Scheme is administered by the Commission through the EC TEMPUS Office in Brussels cooperating with TEMPUS Offices in the eligible countries.

4. The main goals of the TEMPUS Scheme are to support the development of the higher education systems of the eligible countries and to encourage their growing interaction with partners in the Community, through joint cooperation activities and relevant mobility. TEMPUS has been designed as a specific response to the needs of Central/Eastern Europe. It therefore exists alongside actual Community higher education programmes (ERASMUS, COMETT, LINGUA), drawing simultaneously on parts of them, but with a distinct identity of its own. As part of its commitment to the 24 Western countries of the G-24 to coordinate assistance to the eligible countries, the Commission is also responsible for ensuring coordination with actions in the same field as TEMPUS developed bilaterally by non-EC members of this group, and with national programmes introduced by Community Member States.

5. The main activities for which TEMPUS support may be awarded are :

\* Action 1 : Joint European Projects (JEPs) based on the participation of at least one university from an eligible country and partner organizations in at least two EC Member States with a view to carrying out a wide variety of cooperative education and training activities.

\* Action 2 : Mobility grants for staff and students, in particular for teachers and students travelling as part of a JEP, but also for individual applicants.

\* Action 3 : A number of different Complementary measures, including support to associations, for publications, for studies an surveys and for youth exchange activities.

TEMPUS concentrates on a number of priority areas; in particular, management, engineering, modern languages, agriculture, environmental protection and specific social science disciplines have been identified by the eligible countries as being of particular importance for the process of economic and social change and the transition to a market economy.

6. Despite the very short deadlines involved, demand was exceptionally high, and the Commission has been able to award

support to activities proposed under all TEMPUS Actions for 1990-91. From among 1,338 applications for Joint European Projects, 153 projects have been selected for support, covering a wide range of activities, in particular in the priority areas set out above, and involving the participation of all Community Member States. This represents an acceptance rate of 11.3 % of all applications. The basis for selection was the desire to give to the projects chosen sufficient financial support for them to be able to carry out the activities proposed, thus making an effective initial contribution to the development of higher education in the countries concerned. Alongside support to teachers and students moving within these 153 projects, grants have also been awarded to a limited number of projects submitted by associations of universities, for publications and for studies and surveys which fulfil the aims of TEMPUS, as well as for youth exchange activities on a limited scale.

7. The countries of Central/Eastern Europe now designated as eligible for economic aid are Poland, Hungary, Czechoslovakia, Yugoslavia and Bulgaria and in 1991 TEMPUS support may be granted for actions concerning cooperation with these countries. Romanian participation is currently under negotiation and will be the subject of a new Decision.

#### European Training Foundation

8. The Regulation establishing the European Training Foundation, also adopted by the Council on 7 May 1990, is designed to contribute to the development of the vocational training systems in the countries of Central and Eastern Europe. It will cover initial and continuing training for young people and adults, including retraining and, in particular, management training.

9. The Foundation will have three main functions:

- firstly, it will seek to assist the countries of Central and Eastern Europe in the definition of their needs and requirements for training assistance and, in particular, to help them situate these needs in the context of a structured programme;

- secondly, the Foundation will act as a clearing house whereby the identified needs can best be matched by bilateral offers of assistance, not only from the Community and its Member States, but also from the other members of the G-24;

- thirdly, the Foundation will assess the scope for the design and implementation of specific projects aimed at meeting needs which are not adequately covered by the existing range of bilateral offers. Such projects could involve, in particular, joint actions between several donor countries as well as co-financing. In this context, the Foundation will arrange for the implementation of these projects, on a decentralized basis, drawing on the expertise of existing training bodies throughout the Community.

10. The Foundation will have its own budget, not only for personnel and running costs, but for financing specific training projects. It will have a Director and its own Governing Board, on which the Commission and the Member States will be

represented. The Board will be able to draw on the services of an Advisory Forum whose membership shall be selected from experts among training and related circles, including the social partners and relevant international organizations. The Foundation will be open to participation of those G-24 countries which are not members of the Community. In such cases participation will be laid down in specific agreements between the Community and the countries concerned.

The Foundation, at the time of writing, has not yet been established due to the absence of any agreement as to the location of its seat. However, it is hoped that this question will soon be resolved.

### Framework Programme of Vocational Training

11. In the absence of the European Training Foundation, the Polish Government submitted a proposal for a framework programme of vocational training (umbrella programme) for Poland, amounting to 2.8 million ECU. The Commission intends to put a financing proposal based on the proposal submitted by the Polish authorities to the PHARE Committee.

This programme is designed to give Community support to a number of priority areas in vocational education and training fields as identified by the Polish Government. These are : strategy development and coordination; vocational education in schools; teacher training; distance education; training of employment office staff; social dialogue training; assistance to employers and trade unions; and assistance with central administrative costs.

12. The programme concentrates on two types of activities : firstly, assistance in the development of strategies in priority policy areas, both with respect to the formulation of such policies, as well as for the use of foreign assistance in implementing them; and secondly, providing a response to immediate and urgent needs for technical assistance, equipment, and training.

It is hoped that such assistance will be the catalyst for developing medium and long-term actions which will have a structural impact on education and training in Poland. This is reflected in the special attention given to assistance in developing strategies and policies, infrastructural measures and fields of action where the Polish Government believes that the Commission can make a specific contribution as a complement to bilateral assistance.

In addition, the programme will provide a framework within which individual donor countries can contribute on specific issues within larger multilateral projects and, ultimately, should stimulate additional donor assistance. It should lead to a strengthening of the coordination capacity in Poland with respect to the use of foreign assistance for vocational training and education.



### G-24 Training Working Group

13. In order to identify the needs and priorities of both countries in the field of vocational training and education a workshop was organized on 8 to 9 February 1990 attended by the G-24 and also by Polish and Hungarian representatives. The main priorities identified were business management, modern languages, environment and agriculture. Four meetings of the "G-24 Training Working Group" were held in 1990. The need for better coordination of G-24 and Community assistance in the field of training and higher education was stressed at all of the meetings. This resulted in improved information on bilateral projects, invitations to G-24 countries to participate in some bilateral projects and in the setting up of a joint language training project in Poland.

### G-24 Language Training Project

14. In the course of its work, the G-24 Working Group on Training identified language training as a top priority for the countries of Central and Eastern Europe and, in particular, for Poland. A G-24 language training project for this country was conceived as a result. The Community's contribution (600,000 ECU) will take the form of infrastructure, equipment and technical assistance towards the preparation, implementation and management of three model language centres in Poland at Bydgoszcz, Legnica and Wroclaw. Funding is being provided on the following conditions :

- \* the language centres will be multilingual and will offer at least three Community languages;

- \* all centres will be expected to offer additional Community languages should other bilateral offers of assistance of a language-specific nature be forthcoming;

- \* the centres will initially be concerned with the training of teachers but will expand their activities to take in other functions in the future, such as offering courses to adults in enterprises or acting as resource centres for teachers.

G-24 participants in the project will provide assistance which is language-specific, that is, native speakers of the foreign languages to be taught as well as language-specific materials. Countries participating in the project so far are Austria, Denmark, Finland, France, FRG, Netherlands, the USA (Peace Corps) and the UK (British Council).

### Other training initiatives

15. Training measures contained within other priority assistance projects financed by the Community for 1990 are mainly focused on ensuring optimal use of inputs provided, staff training for the Programme Implementation Units and institutions set up within the individual programmes, as well as long-term measures to promote institution building and modernization. A key example is that of the A.C.E. programme to promote cooperation in the field of economic science with Poland and Hungary, within which there is specific provision for high-level training seminars.

Assistance programmes in the "agriculture" and "environment" sectors comprise various training measures for farmers, specialists and technicians, for instance the Hungary programme for private farming development has elements designed to set up training farms and courses for private farmers.

Programmes to promote investment provide for staff development (particularly banking staff) and the transfer of know-how for long-term structural change support. Similarly, in the SME assistance programmes for Poland and Hungary staff will be trained to set up and implement the FOREX loans.

16. The remaining programmes are mainly for technical assistance, each with an important training component. Several key programmes serve as examples, such as the Privatisation Agencies assistance programmes, which contain professional training in auditing or accounting, for example, relating to privatization. The Poland programme in particular provides for a substantial effort in training senior and middle-management staff. The two foreign trade infrastructure modernization programmes for Poland and Hungary promote the development of know-how in quality control, standardization and packaging, as well as equipment use.

For the two assistance programmes for the modernization of the financial sectors in Hungary and Yugoslavia, each show substantial commitments to training courses for management and staff, and in Hungary, the programme stipulates setting up a training centre.

17. Lastly, two minor assistance programmes are of interest to an analysis of the training dimension; the Social and Welfare and Local Community Development programme decided for Hungary extends to the training of local development specialists, and the medical assistance programme decided for Bulgaria, the training of doctors and technicians to use, maintain and integrate equipment in pre-natal, maternity and post-natal care.

### Youth Exchanges

18. At the beginning of 1989 the European Parliament created a new budget line to support youth exchanges between Member States and those former COMECON countries which have diplomatic relations with the Community. From 100,000 ECU in 1989, the funds available for such exchanges rose to 400,000 ECU in 1990.

19. The general guidelines for such activities were similar to those laid down for the Youth for Europe programme; however, only reciprocal exchanges were eligible for support. The exchanges involved groups of between 12 and 60 young people between 15 and 25 years of age residing in the Community or in former COMECON countries. The duration of each gathering was between 6 days (excluding travel) and 3 weeks.

20. This exchange scheme met with great success, and demand far surpassed the credits at the Commission's disposal. In 1990 the Commission, with the assistance of the European Community Youth Exchange Bureau, selected 68 projects for funding, allowing for an overall participation of 4,679 young people (with some

participants taking part in both gatherings of a project).

21. The operation of this scheme was closely coordinated with the youth exchange element of Action 3 of the TEMPUS programme. Support was given in 1990 for exchanges of 2,118 young people between the Community and Poland, Hungary and Czechoslovakia.

(ii) EFTA COUNTRIES

1. Relations with EFTA countries are pursued within the framework of the "Luxembourg process" which determined the criteria for ad hoc cooperation between the Community and EFTA on a sectorial and gradual basis, and in accordance with the guidelines for cooperation in education established at the EFTA Ministerial meeting in Interlaken in May 1987.

2. In December 1989 the Commission proposed a Council Decision on the conclusion of agreements with the EFTA countries for participation in COMETT II. Consequently, six bilateral agreements were signed on 19 December 1989 and then ratified during the first half of 1990, allowing Austria, Finland, Iceland, Norway, Sweden and Switzerland to participate from the beginning in the first call for applications. An identical agreement was concluded and signed by Liechtenstein. 155 projects have been submitted for 1990-91.

3. Guidelines for negotiating the opening of the ERASMUS programme to EFTA countries and Liechtenstein were adopted by the Council in October 1990. Negotiations were initiated in November and are still underway. The Commission aims to conclude bilateral agreements with the EFTA countries during the first half of 1991. This would enable them to submit applications in 1991-92 in order to participate in the programme in 1992-93.

4. "Education and Training" also constitutes one of the elements being examined in the negotiating group IV in the context of negotiations to conclude a treaty between the Community and EFTA countries leading to the creation from 1 January 1993 of a European Economic Area. Group IV deals in particular with "flanking" and "horizontal" policies which should accompany other policies directly concerned with the four freedoms of movement (goods, capital, services and persons). Five negotiating rounds took place during 1990. Several meetings of education and training experts, representing the EFTA countries and the Commission (Task Force Human Resources) were organized, with the aim of completing mutual information on the respective systems and programmes and of examining possible ways to strengthen and broaden cooperation.

(iii) USA

1. In November 1990 on the occasion of the semi-annual high-level meeting between the Commission and the US authorities, it was agreed to intensify dialogue concerning mutual goals and priorities in education and training. In the area of higher education and continuing training it was decided to establish a Working Group which will concentrate its attention on two main

areas: higher education, including credit transfers; skill needs in the 1990s and the main lines of response by training agencies. The first meeting of the Working Group will take place early in 1991.

This arrangement was further confirmed in the Transatlantic Declaration which was agreed in January 1991 under the Italian Presidency. This proposes to strengthen mutual cooperation in a number of areas including environmental protection, pollution prevention, education and culture, including academic and youth exchanges.

2. In addition, the US authorities have announced that they will finance four scholarships for American academics, both teaching staff and doctoral students, to come to Europe to study Community institutions and policies. They will thus enhance the knowledge of Community developments in a variety of fields such as economics, Community law, political cooperation, the environment, science, education and training.

3. A seminar on EC-US collaboration in higher education and continuing training, hosted by the US Information Agency, Department of Education, the Fulbright Foundation, and the TFHR of the Commission, was held at the Smithsonian Institution, Washington DC, in October 1990. During the seminar the US authorities confirmed to the Commission representatives their intention to invite a Commission official as a Scholar-in-Residence to a US university annually as of 1991. The tasks of the chosen candidate will include delivering lectures and assisting at seminars on the process of European unification and acting as a focus of information and analysis on all aspects of Community policies.

#### (iv) EXECUTIVE TRAINING PROGRAMME IN JAPAN

1. One of the reasons for the lack of development in Community exports to Japan is the fact that few Community firms possess sufficient knowledge of the Japanese market, methods, mentality and language to be successful in Japan. For this reason the Commission has set up a unique training programme (Executive Training Programme - ETP) to support European firms in their efforts to establish themselves or strengthen their presence in Japan.

2. Under the scheme European executives employed by EC-owned export oriented firms keen to establish or expand trade with Japan are given the opportunity to be totally immersed in the Japanese environment for 18 months. They spend the first year on an intensive language course, which is then followed by six months' in-house training in selected Japanese companies and institutions. A parallel programme of seminars and factory visits throughout their stay aims to provide participants with a thorough understanding of how business works in Japan.

3. The training is largely financed by the Commission, which is responsible for organizing the programme and the language course, and which also pays a monthly allowance to participants. Candidates must be nationals of a Member State, have university level training or equivalent qualification, at least 2 years' professional experience, a good knowledge of English (since this

is the first foreign language in Japan), be between 25 and 35 years of age, and work for a Community company which exports to Japan or intends to do so.

4. The Commission has sent more than 300 young European executives to Japan since the programme was launched in 1979, with 54 undergoing training (ETP 9) and 48 commencing training (ETP 10) in 1990. By 1991 more than 400 executives will have participated in the programme.

5. The programme has built up a very good reputation with European business and has become a positive element in Community relations with Japan. The Keidanren (the Federation of Economic Organizations) has given active support in approaching Japanese companies, while government bodies like the MITI have also proved helpful. A recently edited follow-up study showed that the majority of the participants in the first six programmes (1979-1987) are now working in Japan or are otherwise engaged in the Japan-orientated export trade of their companies. A number of them have already reached leading positions in the management of their company's Japanese subsidiary. Many of the companies claim that the training of their candidate was decisive for their success in Japan.

#### (v) COOPERATION WITH THE PEOPLE'S REPUBLIC OF CHINA

In 1984 the EC-China Management Institute (CEMI) was created. In the context of the activities of CEMI in Beijing, in the Spring of 1990 the Commission's services began talks with their Chinese partners (State Commission for Restructuring the Economic System) in order to ensure the continuation of CEMI's activities during the period 1991-92. The present agreement expired at the end of 1990. Negotiations led, on 28 June 1990, to the conclusion of a memorandum of understanding defining the development of CEMI's activities in the longer-term, together with the administrative and procedural decisions regarding training courses in 1991 and 1992.

#### (vi) EDUCATION AND TRAINING MEASURES OUTSIDE EUROPE

##### Latin America and Asia

1. The financing of training activities for citizens of developing countries in Latin America and Asia was introduced for the first time in the Community's general budget in 1976, originally in the framework of article 9410 and, since 1982, in the framework of article 9340. Special budget lines exist for training for Latin America and Asia (lines 9304 and 9314) with a total allocation of 5.5 million ECU for Asia and 4.5 million ECU for Latin America respectively, in 1989 as well as in 1990.

2. The overall aim is to promote a faster and more balanced development of developing countries in Asia and Latin America by training the necessary people in priority development areas, and to contribute in the long-term to the creation of a favourable climate for exchanges between the Community and these countries. Generally speaking, the policy is to concentrate efforts on grouped training activities, with a regional approach, and on activities where training is likely to play a catalytic role with regard to other projects not necessarily related to training.

3. In the case of Latin America, 41.5% of financial commitments in 1990 have been assigned to regional projects, and the remainder of 58.5% to national projects.

Project types can be identified as follows:

- direct support to vocational training centres, consisting of technical assistance and, to a small extent, procurement of pedagogic and other equipment
- financial contributions to specialist seminars in a wide variety of sectors, such as cooperatives, transport, agriculture and administration
- support of partnerships between European Latin American/Asian research institutes and universities
- financing of training programmes as a support for initiatives in the urban informal sector, an area of rising economic and social importance and interest

Examples of projects include a training programme for managers of small and medium-sized enterprises in Chile, the training of trainers in the national vocational training services of the Central American states, and technical assistance to a private institute in Chiclayo, Peru, which offers basic vocational training courses to unemployed young people.

4. For Asia, the following principal trends could be observed during the year:

- cooperation was limited almost totally to regional projects for Asia as a whole and for ASEAN countries in particular;
- resources were concentrated on a few large projects rather than a higher number of small individual schemes;
- within the framework of medium-term financial planning, aid was focused on projects forming part of an overall approach to a specific training area, consisting of modules, and having a logical link to previous and forthcoming projects.

The main activity for 1990 was the "European Scholarship Scheme" for ASEAN countries, which absorbed 54% of total funds available (3 million ECU). This regional project aims to raise awareness among ASEAN executives and other specialists on Europe and to establish closer links between the two regions. It is to run as a pilot scheme for the next 3 years.

5. Training also forms an important element in a number of other Commission programmes financed under different budget lines, such as the trade promotion programme (export marketing and industrial development) and programmes in the fields of regional integration, energy cooperation, technical and financial aid, and industrial cooperation. It seems that in the future, training activities as financed under the budget lines 9304 and 9314 will to an increasing extent be integrated in sectorial projects such as those mentioned above.

#### Mediterranean Countries

6. In the framework of the protocols with Mediterranean countries, some 77 million ECU were provided in 1989 and 1990 for projects in the field of training.

These comprise in particular vocational and technical training (study and training grants, seminars ...) and programmes to support or reinforce existing education structures.

In addition, 1.3 million ECU was devoted to the education of Palestinians in the Occupied Territories.

## VIII. RELATIONS WITH INTERNATIONAL ORGANIZATIONS IN THE FIELD OF EDUCATION, TRAINING AND YOUTH

1. During 1990, existing cooperation arrangements with the international organizations concerned with education, vocational training and youth affairs in Europe have been consolidated and developed. The growing significance of the Community's role in international relations and the importance of human resources policies, also in the light of the social and economic changes in Central and Eastern Europe, have highlighted the need for a useful cooperation with the Council of Europe, the OECD, UNESCO and the ILO. The mutual exchange of information and documentation, and participation in meetings and conferences organized by the different bodies at political or technical level, have constituted the general and permanent element of this cooperation.

### COUNCIL OF EUROPE

2. Cooperation between the Commission and the Council of Europe has been particularly developed given the specific interest of the Council of Europe in all matters relating to culture and education, as well as the impact of its projects, studies and research activities covering experiences of the 24 member countries.

Officials representing the Task Force Human Resources (TFHR) were present at the meetings of the Council of Cultural Cooperation, of the Education Committee, of the European Youth Centre and the European Youth Fund.

In addition, there was close cooperation on the preparation of the biennial Standing Conference of European Ministers of Education, to be held in Vienna in October 1991 on the main theme of "The European Dimension in Education, teaching and curriculum content". The Commission's contribution to the preparatory meeting held in Budapest in October 1990 included a general report on Community activities in the fields of education, training and youth, presented from the point of view of their comprehensive "European dimension".

Other joint or complementary activities have been developed in specific sectors of common interest, concerning, inter alia, the preparation of Student Handbooks, the publication in 9 languages of the Eudised Thesaurus and the organization of the "European Day" in schools. Representatives of the Council of Europe have also been invited to TEMPUS meetings, within the framework of the PHARE programme, as well as to working meetings on "Distance education and training".

### OECD

3. In 1990, close contacts have been maintained with the OECD services whose activities are directly or indirectly related to Commission activities.

In particular, the TFHR participated in meetings or working groups organized by the OECD Education Committee, the Directorate



for Social Affairs, Manpower and Education and the Centre for Educational Research and Innovation (CERI). The management of higher education institutions, structures and curricula, development of human resources and evolution of the labour market, technological innovation and education, technical education and vocational training, were the main themes of interest.

The Commission also attended and contributed to the Education Committee at Ministerial level, held in Paris in November 1990 on "High Quality Education and Training for All".

#### UNESCO

4. Cooperation with UNESCO in 1990 has been essentially devoted to a general activity of mutual information and to the participation of TFHR officials in some important conferences such as the "World Conference on Education for All" in March 1990 and the "International Conference on Education" in September 1990.

A specific joint action has been launched on "functional illiteracy", with a financial contribution to some pilot projects in Community Member States and the organization of a seminar on this subject aimed at analysing the situation in Eastern and Western European countries.

Contacts were developed in particular with the Education Institut in Hamburg and the CEPES in Bucarest (UNESCO - European Centre for Higher Education).

#### ILO - International Labour Organization

5. During 1990, the ILO participated, as an observer, in various meetings of the working group on training organized by the TFHR in the context of its activities related to TEMPUS and the European Training Foundation.