

EDUCATION
TRAINING
YOUTH

Le Magazine

FOR EDUCATION, TRAINING AND YOUTH IN EUROPE

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Contents

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Overview 1

Commissioner Antonio Ruberti

The Greek Presidency 3

Setting the current agenda

The new programmes 4

EC proposals for 1995-99

Europe at school 8

Bringing the European dimension into the classroom

Partners sans frontières 10

Teamwork based on experience

The White Paper 14

Growth, competitiveness, employment: the key role of education and training

Widening cooperation 17

EU + EFTA - 2 = EEA

Humanitarian aid 18

European universities prepare for professionalism

Programmes in action 20

Ten pages of operational information on EC education, training and youth schemes

Your views

A special readership survey is included in this launch issue. Thank you in advance for completing and returning it.



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Erasmus, Comett, Lingua, Tempus, Eurotecnet, Force, Iris, Petra, Arion, Youth for Europe . . .

The various European Community learning and skills initiatives have given rise to a family of acronyms. Whether used with affection, irritation or indifference, they have certainly become more familiar. Thousands more people take part in them every year. Now, under current Commission proposals, they are to be replaced by three integrated programmes: Socrates for education, Leonardo for training, and Youth for Europe III.

This new magazine reflects the new approach to be implemented after 1 January 1995. Both policy articles and operational information about the European activities in this multifaceted field are being brought together under a single cover. At the same time, the Commission's Task Force responsible for human resources has launched a new publication series of more academic studies as a contribution to the policy-making process at European level.

These changes are far from cosmetic. Since 1 November 1993, European cooperation in these areas has had a single legal framework for the first time – the Treaty on European Union. The proposals for the new education and training programmes, among the first to be put forward since the treaty came into force, are designed to consolidate the most promising features of the previous experiences and build on them, while streamlining the administration involved and bringing more rationalization to the structures that have developed.

While educational exchanges have greatly increased across Europe and the barriers to free movement have been coming down, the transition from school to work has become a more difficult border crossing. In this context, the interrelationship between education, training, employment, social stability and economic performance has become a focal issue on the political agenda in Europe and across much of the world.

That interrelationship will also be reflected in these pages, for example in this issue's coverage of three viewpoints in the context of the European Union's recent *White Paper on growth, competitiveness and employment*. In following up the White Paper, the Commission is similarly looking at the linkages to be developed in a range of policies, from research to regional regeneration, that have inherent connections with education, training and youth initiatives.

The new magazine therefore aims to provide a coherent and succinct view of the European dimension in these areas at a time of transition. Replacing the various newsletters that accompanied the first generation of programmes, it is itself at the prototype stage. This first issue includes a questionnaire inviting readers' reactions, which will be greatly appreciated.



A new generation of publications for a new generation of
European initiatives

Commissioner Antonio Ruberti

*European education and training programmes: a good end-of-term report
and a promising future*

Commissioner, on several occasions you have said that 1993-1994 would prove to be a key period and a watershed in the history of European Union education and training programmes. Why?

These two years are indeed important for several reasons. Education and training, both in Europe and in the world at large, have become a major subject of concern, reflection and debate. Confronted with rising unemployment, as well as accelerating advances in knowledge and technology - where a profound transformation is currently taking place at various levels - European companies are making urgent demands on education and training systems. Furthermore, on our continent the idea that we need to act at European level in the area of education and training has now gained wide acceptance.

Naturally, the adoption of the Treaty of European Union in 1993 has had a major impact, with Articles 126 and 127 providing the European Union with an explicit mandate and a solid base for its education and training action. The specific perspective which will shape the Union's action is the subsidiarity principle, whereby European intervention only takes place where activities on such a scale would bring benefits which would otherwise be impossible to obtain. Apart from this general principle, a further element underpinning the definition of the EU's action in these two articles is the conviction that, due to their very diversity, these national education and training systems represent a great source of wealth for Europe.

Furthermore, 1994 will see the coming to an end of what could be termed the first generation of Community education and training programmes: Erasmus, Comett, Lingua, Petra, Force and Eurotinet. On the basis of guidelines published in mid-1993, the Commission presented its proposals for new programmes in December 1993 and January 1994 respectively. Ideally, these programmes should be adopted before the end of this year.

Moreover, at the European Council in Brussels in December 1993, Heads of State and Government approved the Commission's White Paper on growth, competitiveness and employment, in which education and training play a key role. Finally, on 1 January the treaty establishing the European Economic Area came into force. EFTA countries associated with the European Union in the field of education and training, and already involved in existing programmes, will now be able to participate to an even greater extent.

As you can see, these two years have been extremely eventful ones, with many new developments taking place.

You mention the "first generation" of Community programmes. What have they achieved?

Overall achievements have, without question, been positive. Altogether, more than 250,000 students have been able to benefit from these programmes and the opportunities they offer for mobility. Such a quantitative impact has much to do with the great 'visibility' of these programmes, as well as with their popularity, which has sometimes made them victims of their own success.

In addition, a whole fabric of networks linking universities, schools, firms and specialized training institutions has progressively been woven throughout Europe. Today these networks provide a cooperation infrastructure which forms the basis for creating ambitious new programmes. We have developed a veritable legacy of experiences, structures and routine ways of collaboration which we now need to build on.

Previously there were six different programmes. The Commission is now proposing only two. What is the reason for the change?

Clearly, a need for rationalization. The decision to group the actions which follow on from the various existing pro-



“ Education and training, both in Europe and in the world at large, have become a major subject of concern ”

grammes into two major actions - one drawing together all university initiatives and the other all vocational training activities - comes from a desire to increase the transparency and coherence of Community initiatives. Moreover, many synergies exist between the various elements which have not to date been exploited as fully as they might. Together with the new action plan for young people, the two new programmes form a trio, designed to take on board the full range of requirements and potential in the field of education, training and youth programmes at European level.

An essential element of the new system is the search for a better balance between the various actions and requirements: a balance not only between education and training, but also between university education and school education and between initial training and continuing training. This new equilibrium had to be secured without

endangering all that has been achieved so far, which means maintaining actions undertaken by Erasmus, Lingua and Comett at an appropriate level. This could only be achieved by increasing overall funding. With the sum of Ecu 1 billion, investment in education would increase by 66%; and the Ecu 800 million would double spending on training. This formula has enabled us to remedy the heavy imbalance of resources in favour of universities, without undermining actions of the Erasmus type.

The two new programmes differ quite markedly in their objectives and target groups. Do they have any objectives in common?

Yes, certainly. Globally, these two programmes share the same triple objective. Firstly, to promote quality education and training throughout Europe, through exchanges of experience and the exploitation of complementary approaches and skills. Secondly, to stimulate innovation in this field: innovation not only in curricular content and methods, but also in technology, with special emphasis on new methods for transmitting and acquiring knowledge, such as multimedia tools and distance learning techniques. And finally, to promote the European dimension in education and training at all levels. In 1993, the Commission published an entire consultation document on this topic which is central to its action.

Why have you chosen the names Socrates and Leonardo for the two new programmes?

Reference to these two great European scholars is not merely anecdotal but profoundly significant. It illustrates the determination to place these programmes in a global perspective, by taking simultaneously into account all the economic, technical, social and cultural aspects of education and training. The name Socrates for the new education programme evokes its fundamental objective of stimulating personal development, and the importance of teacher/student interaction. The name Leonardo for the vocational training programme highlights the role of training in both the artistic and technical domains, with the accent on creativity.

What would you say is the most novel aspect of the Socrates programme as compared with its predecessors?

Its primary aim is to extend Community action to schools. Past initiatives in favour of primary and secondary education have so far been only on a very small scale. With Socrates, full consideration has been given to this vital link in the education chain. Let us not forget that with schools we are talking about a far greater order of magnitude. There are 6.5 million students of further education in the European Union, but 10 times the number of schoolchildren - 65 million at least. Faced with such numbers, alternatives to individual exchanges need to be found. More emphasis will therefore be placed on linking educational institutions using the media, as well as ensuring teacher mobility. The substance of these planned actions will directly revolve around fostering the European dimension of education by introducing the languages and cultures of other European countries. However, it involves a 'bottom up' approach, with the educational institutions themselves defining precise curricular content rather than the Commission.

Elsewhere, some Erasmus and Lingua activities will be consolidated and broadened. For example, the European Community Course Credit Transfer System (ECTS) for transferring academic credits between higher education institutions will be extended. And actions to improve language knowledge will be enhanced. Universities will progressively be offered contracts which enable them to integrate all their activities which include a European dimension.



“A whole fabric of networks linking universities, schools, firms and specialized training institutions has progressively been woven throughout Europe. Today these networks provide a cooperation infrastructure which forms the basis for creating ambitious new programmes”

What will Leonardo add to the Petra, Force, Comett and Eurotecnec programmes?

The essential new element of this new programme is its search for a better balance between support for initial training and for continuing training. Furthermore, we have been careful to give equal consideration to improving training quality and to promoting innovation in training. As with Socrates, new technologies will be called upon to play an important role, especially distance training techniques.

Just as with education, the decision to group the various actions within a single programme responds to a concern for rationalization. Indeed, the EU's action, especially in the field of training, has tended to be somewhat fragmented and has often been perceived as lacking coherence. Clearer and more streamlined objectives were therefore essential.

Are any changes envisaged in programme mechanisms and the management structure?

The final decisions for such matters will be taken by Member States. There will be no need to abandon those mechanisms and structures which have performed satisfactorily up until now, and they will be retained. However, we shall be looking to create opportunities for progressively evolving towards more decentralized programme management. Furthermore, here as in the area of content, the Commission's proposals are obviously open to suggestions for improvement from the Council, Parliament, Committee of the Regions or any other interested party.

What impact will the White Paper have on the European Union's actions in education and training in the years to come?

The two proposals for new programmes fall clearly within the perspective outlined by the White Paper, which reserves a key role for education and training. Moreover, all things considered, it is where

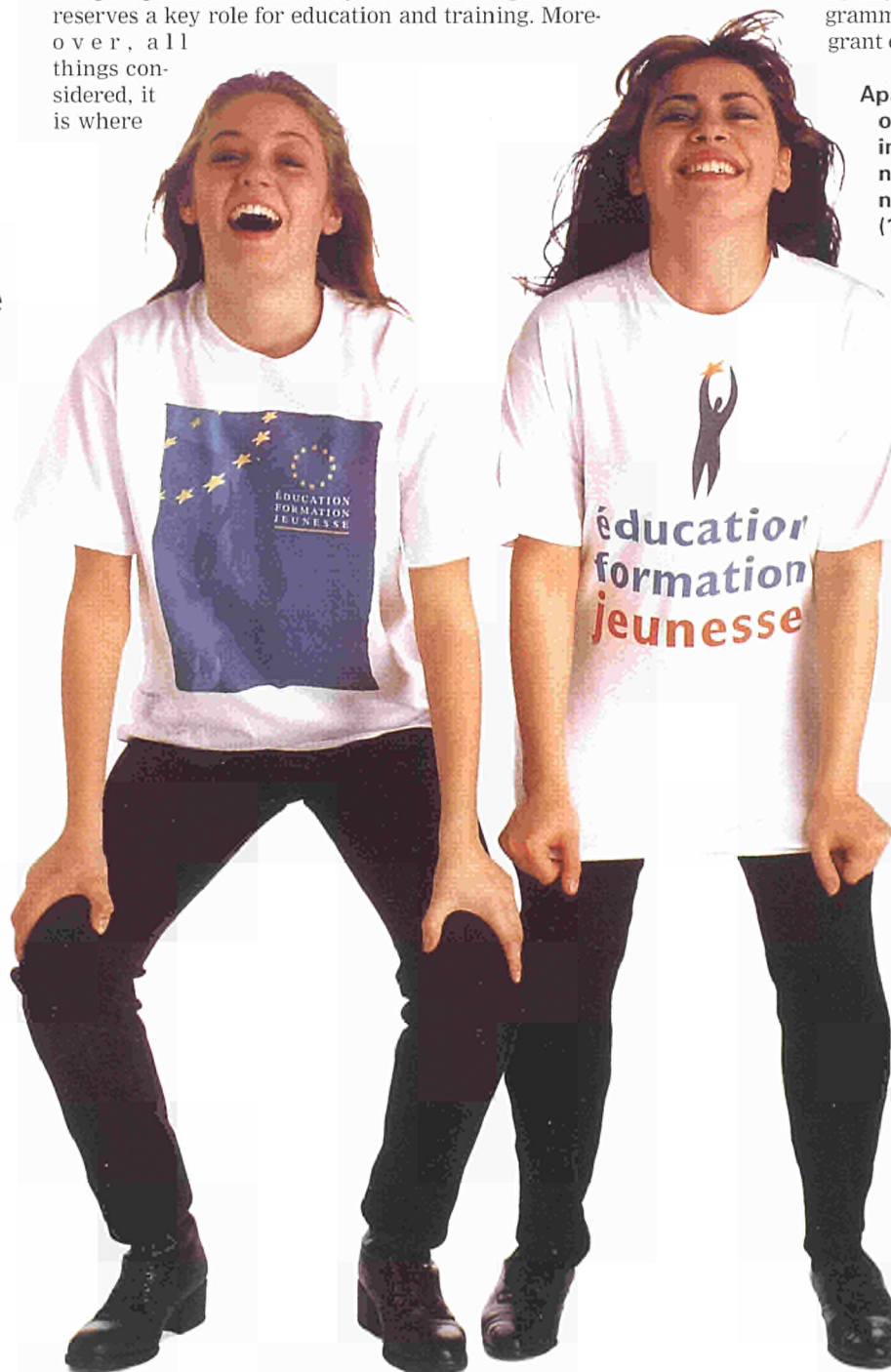
the standard of general education and training is highest (in Germany, for example, or Japan) that the problems of competitiveness and employment are less acute. Well-planned actions in this domain should yield, perhaps not miracles, but undoubtedly positive effects on three levels: combating youth unemployment by improving young people's levels of qualification; boosting growth by enhancing business competitiveness; and encouraging growth with greater job-creation potential, by ensuring that skills are better matched to evolving needs.

Central to the White Paper's analyses and proposals concerning education and training are the concepts of 'lifelong learning' and widespread continuing education and training. The underlying belief is that actions conducted in this twin domain will be called upon to play a leading role within a new European development model.

Though it is fundamental, this is not the only purpose of education and training. Another equally important goal is to promote personal development and a sense of citizenship. Furthermore, this aspect is at the heart of the third strand of the triple Community action, the Youth for Europe III programme. Its objective is to promote active citizenship amongst young people. In the face of increasing demotivation among young people, and fears that introversion and intolerance will take root in society, the idea behind this programme is to stimulate the development of values such as creativity and solidarity. In this context, transnational youth exchanges, with their intercultural learning element, obviously have a very special role to play. In addition to actual physical mobility, an important effort will be made to promote 'virtual exchanges' using the media. In general, the idea of education playing a social role in reinforcing social integration and combating exclusion is a thread which runs right through all the programmes. It is illustrated by the growing importance given to adult training programmes and initiatives in favour of immigrant children, for example.

Apart from this trio of programmes, other education and training initiatives are planned within the new European research and technological development programme (1994-1998). What are they?

This signals a great breakthrough, since, for the first time on any significant scale, the new framework programme for research will include actions in the targeted socio-economic research field. Initiatives will include organizing a series of studies on education and training which will cover, inter alia, the methodological aspects of new education and training methods, as well as cognitive and cultural bases for using and disseminating new technologies in this domain. The aim is to provide research in the field of education and training in Europe with the knowledge base which is at present somewhat lacking. A further goal is to provide a European intellectual framework for this multi-disciplinary education and training research, since today it is conducted by scattered groups which still have too little mutual contact.



**1995 - 1999
The Commission's proposals**

Socrates
Ecu 1,005.6 million

Leonardo
Ecu 801.8 million

Youth for Europe III
Ecu 157 million

Setting the Agenda

During the first six months of this year, the Greek presidency is faced with a series of difficult tasks: on the one hand it must begin implementation of the Treaty on European Union, which came into effect on 1 November 1993, and make headway on a number of important dossiers such as negotiations on enlargement, the application of the recommendations of the White Paper, combating unemployment and resolving the Bosnian conflict. At the same time, it must develop joint Council positions in different areas of Community action.

In the areas of education, training and youth, the full and ambitious programme presented by the Greek presidency clearly demonstrates that there is plenty to do during this half year. Council meetings, Coreper meetings, different working groups (Education Committee, Social Affairs Group, ad hoc Youth Group), international conferences and meetings of senior officials follow in rapid succession, all with a single key objective: achieving, by the end of June, a joint Council position on the Community's new programmes Socrates, Leonardo and Youth for Europe III. Moreover, Athens has expressed its desire to initiate and pursue a process of discussion aimed at widening cooperation in education and training.

As a result, the Education Committee and the Social Affairs Group, extended to include education ministry representatives, will be meeting several times in order to prepare formal meetings of the Council of Ministers (education, 26 May; social affairs, 27-28 June), which could take the necessary decisions on Socrates and Leonardo.

At the same time, the Education Committee will have to examine a number of important topics including:

- education of migrant workers' children (it should be noted here that Greece, traditionally an emigrant country, has recently taken in large numbers of immigrants and is particularly interested in learning of the experience of Belgium, Germany, France and the United Kingdom in this area);
- artistic education
- professional guidance in schools, and
- research into education and training.

The timetable includes a considerable number of symposia and meetings aimed at raising awareness in the environments concerned and promoting dialogue between the competent authorities in the Member States involved. So far, the following activities have been announced for the first half year:

- conference on the European dimension in secondary teaching curricula (Athens, 23-26 June 1994);
- adult education symposium (Athens, end of May);
- conference on artistic education (Athens, mid-April);
- conference on the promotion of less-spoken official languages;
- senior officials' meeting on initial and in-service teacher training (Athens, 3-4 May).



Europa

Homer (*Iliad* Xiv, 321) recounts that she was the daughter of the Phoenician king Agenor and sister of Cadmus. While gathering flowers on the seashore she fired the love of Zeus, who approached her in the form of a white bull and carried her away to Crete, where she became the mother of three sons: Minos, Rhadamanthis and Sarpedon, respectively endowed with passion, wisdom and humour. She is a personification of the continent of Europe (Homer, *Hymn to Apollo*).

The official kick-off was expected to be given by the education ministers at their Council information meeting scheduled for Athens at the end of February. Under the Presidency's proposed agenda, the ministers of the Twelve were expected at the time of going to press to exchange points of view and debate the White Paper and its consequences in the area of education and training, the Socrates programme, and the quality of education provided by higher education institutions.

scheduled to exchange viewpoints on schooling for migrant children and possibilities for European cooperation in the area of artistic education. This full programme is rounded off by an information meeting on educational and training research aimed at better preparing the informal Council meeting on the subject scheduled for 18-19 July in Germany.

In the training area, Athens is keen that the social affairs ministers establish a common position on Leonardo at their

the Greek presidency proposes a meeting of directors-general of the various ministries of the Twelve responsible for education. This meeting will be accompanied by an international forum on vocational training, to which Japanese and American experts will be invited (1-4 June) and a working meeting on the possibilities of cooperation with Central and Eastern European countries in the training area.

The ad hoc Youth Group will meet five times to prepare the Council meeting on 6 June which is due to establish a joint position on Youth for Europe III. This will be a delicate exercise, seeing as the ministers here will be coming together for the first time at a Council meeting. For this reason, the Greek presidency is considering calling an informal meeting enabling ministers responsible for youth to establish practical working arrangements.

With a view to enlarging cooperation between young people's movements in the EU and in Central and Eastern European countries, the Greek presidency also envisages organizing a forum for representatives of youth associations (end May-early June). Additionally, a conference on combating racism and xenophobia will be organized in Greece (date still to be announced).

Athens, aware of the tightness of the deadlines for the co-decision and cooperation procedures, has attacked this administratively and politically complex area right from the beginning of its mandate, demonstrating in so doing its commitment to the Community and its desire to achieve positive results.

Council meeting on 27-28 June. Prior to this, the Commission's proposal will be discussed within the Social Questions Group, enlarged to include representatives of ministries of education. It is also the subject of an initial examination during an informal Council meeting planned for 10-11 March.

The operating timetable presented by



European Union countries take it

in turns to chair the Council of Ministers

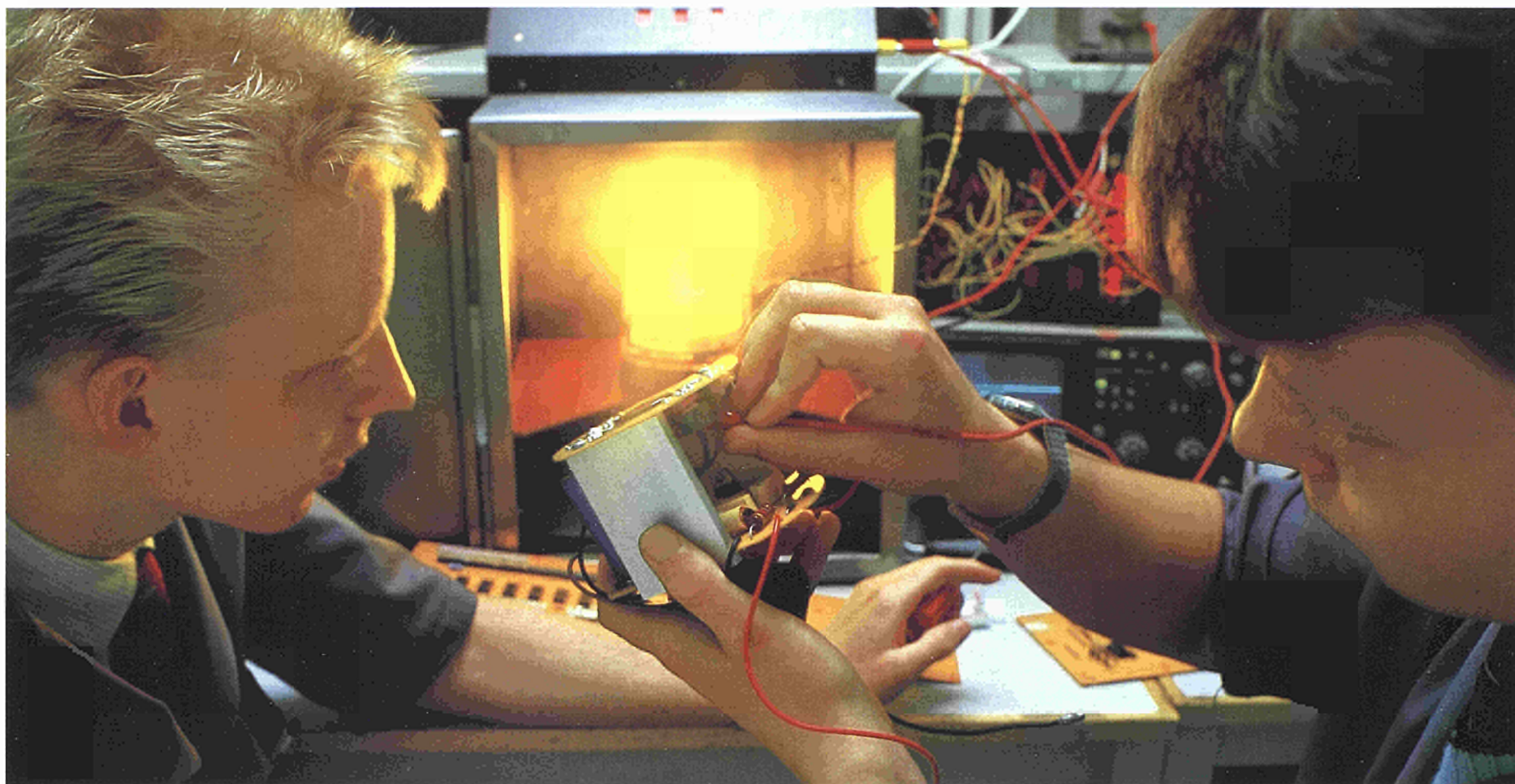
for six months. The proposed new education,

training and youth programmes are moving

through the decision-making processes under

Greek presidency.

A formal meeting, planned for 26 May, could enable the Council to establish a common position establishing the Socrates programme. The agenda also includes discussions of the Leonardo programme, enabling the Council to express its opinion on that part of the programme which falls under the competence of national ministers of education. The Council is also



BRIDGES OF LEARNING

The new Community programmes proposed for 1995-99 – and stronger links with Central and Eastern Europe

1994 is set to be a year of promise and new developments for education and vocational training at Community level, with three new programmes under discussion, the Socrates programme in the field of education, the Leonardo programme in the field of vocational training, and phase three of Youth for Europe, all of which are scheduled to replace the existing programmes from 1995 onwards.

Each of these three proposals is ambitious. Far from simply consolidating the considerable advances already made by Community action in these areas, they offer potential answers to some of the issues facing European societies. Their aims are to help improve access to quality education and training, increase the potential and capacity for innovation in our education and training systems and to promote young people's sense of involvement in the development of our societies and the construction of Europe.

But tomorrow's Europe cannot be envisaged without taking into account the new needs brought about by the rapid development of Eastern and Central European countries. The Community has been quick to find ways of cooperating with these neighbours. 1994 will see the launch of the European Training Foundation, scheduled to play a key role in developing cooperation with these countries in the areas of education and vocational training. It will also mark the start of the new phase of the Tempus programme for cooperation in higher education.

Socrates

Adopted by the Commission on 4 January 1994, the proposal represents a continuation of the Erasmus and Lingua programmes, looking to combine simplified and rationalized management with the launch of new actions to complement the existing ones. At the same time, however, it represents something quite new. For the first time ever, all levels of education will benefit, within a single programme, from Community actions directed at supporting transnational cooperation.

Heading I covers actions specifically aimed at higher education. As in the present Erasmus programme, student and teacher mobility remains its central concern. The budget allocated to it has been slightly increased, and grants will continue to be administered by NGAAs. However, heading I also includes innovative features and improvements. For example, the European Community Course Credit Transfer System (ECTS), which plays a vital role in putting into practice an open European educational area, will be extended, and higher education institutions will increasingly be offered institutional contracts incorporating all the European-scale activities which they intend to conduct. This will simplify project presentations and applications for grants. Activities covered by Inter-University Cooperation Programmes (ICPs) will be grouped together into subject area networks, thereby permitting a reduction in their number. Pri-

ority will be given to activities which aim to introduce a European dimension into all higher education studies — organizing courses with a specific European content, learning Community languages, etc. — catering in this way for the 95% of students who are not able to physically benefit from mobility.

Finally, a new activity will be the fostering of the creation of European academic focal points, 'poles', to enable universities to pool their resources in order to better respond to the needs of students during the progressive creation of an open educational area (accommodation, learning least known and taught languages, such as Portuguese, Greek, Dutch, and Danish).

Heading II is something quite new, with actions directed at pre-school, primary and secondary education.

Action 1 promotes the creation of partnerships between schools for undertaking joint educational activities with a common purpose: learning Community languages and culture, projects relating to the environment, cultural heritages, etc. The use of new technologies will be encouraged as an ideal vehicle for promoting a certain 'intellectual' mobility for all pupils. Institutions catering for young disadvantaged people will receive priority in the award of Community aid.

Procedures for participating in this action will be as simple as possible. Each institution will apply to the structure which its Member State will set up to administer this action, and which will receive an annual sum from the Commission to implement it (a procedure similar

to the one currently in force for pupil exchanges within the framework of Lingua IV). Partnerships will result in the creation of thematic networks, whose role will be to monitor the quality of educational partnership products and disseminate them throughout the entire educational fabric.

Action 2 of this heading reproduces and broadens actions for the benefit of the children of migrants and gypsies, and increases the funding available.

The reactions to the Commission's *Green Paper on the European dimension of education* point to teacher training as a key factor in promoting quality education. To meet this challenge the Socrates programme includes not only opportunities for cooperation between initial teacher training institutions (heading 1, action 1), but also a specific action directed at the in-service training of teaching staff (heading II, action 3). This action will enable institutions for the in-service training of educational staff to establish common training modules and educational material. These institutions will be able to group together into thematic networks (with a common topic). Moreover, for the first time ever, mobility grants will be made available to enable such personnel to benefit from in-service training programmes in Member States other than the ones in which they are working.

Heading III groups together transverse measures aimed at all levels of education across the board.

In action 1, Lingua programme actions are all renewed and reinforced (action III, aimed at the economic world, has been incorporated into the Leonardo programme). In addition there is a new measure to support assistant teaching periods abroad for aspiring language teachers. Language teachers will therefore be able to obtain grants to enable them to benefit from periods of language immersion in countries where the language they teach is spoken; in-service training institutions for such teaching staff will continue to be able to jointly formulate training programmes; and it will be possible, with Community support, to continue developing innovative teaching material, designed for teaching the least known and taught languages. The management procedures and structures remain identical to those established for Lingua. Priority will continue to be given to the Community's least known and taught languages.

Action 2 is truly original since it has been specifically designed with a view to introducing new information technologies and open and distance learning techniques, which offer great potential for diversifying and extending education and training provision. This action will not only make it possible to encourage transnational projects in the field of higher education, school teaching and the updating of teaching skills, with particular emphasis on the quality and transferability of products, but will also promote the creation of networks of centres where such products will be made available to a wide public.

Action 3 is intended to promote information and the exchange of experiences in all forms.

The Eurydice network (European Community network for educational information), as well as its European Unit, will be called upon to enhance and expand the information which is produced and exchanged. They will be encouraged to continue their work of preparing com-

parative descriptions of Member State education systems, but also to analyse prospects and trends in the educational field.

Multilateral study visits for educational specialists, which have until now been a component of the Arion programme, will also be enhanced and expanded with the dual mission of fostering the exchange of experience on topics of common interest (for example, academic failure) for the benefit of both participants themselves and of politicians in Member States, as well as to raise the awareness of key players in transnational cooperation.

“As I grow old I learn”

SOCRATES

Finally, action 3 also aims to support the activities of associations (of parents, teachers and students) which have a European content, as well as information and awareness-raising initiatives directed towards educational players aimed at boosting transnational cooperation and adult education.

Leonardo

On 21 December 1993, the Commission adopted a proposal for a programme on vocational training, to be named after Leonardo da Vinci in tribute to his inventiveness, capacity for innovation and vision of the future. Indeed, the name Leonardo is highly appropriate, given the unprecedented challenges facing vocational training in Europe. This programme aims to increase the consistency and visibility of the Community's action in the area, whilst enhancing its effectiveness and clearly defining its complementarity with actions undertaken by individual Member States.

The Leonardo programme is based on the experience gained from the present Petra, Force, Comett and Eurotecnet programmes, which it is destined to replace. It falls into two parts.

The first of these establishes a shared framework of objectives to which Member States will refer in implementing their vocational training policies. These objectives are derived from those defined by the Treaty of Maastricht, Article 127 of which

now forms the basis for Community action in the area of vocational training, and include the main lines of the existing programmes.

The second part defines the Community measures which will be introduced. These are divided into two major operational strands. The first strand sets out to provide support in ensuring the quality of Member States' own systems, mechanisms and policies. It is addressed primarily at all public sector operators who are seeking to impact initial and continuing vocational training structures by means of transnational actions. In particular this strand will provide a framework for the further development of actions launched until now under the Petra programme. The second strand is directed essentially at private sector operators who are seeking to enhance the innovative capacity of the training market by disseminating novel methods and products. Actions undertaken under existing programmes such as Force and Comett will find in this strand the necessary basis for their development and evolution.

Each of the two strands will therefore consist of three types of transnational actions:

- Pilot projects either for designing and preparing transnational training actions, or for disseminating products and methods stemming from partnerships of operators.
- Exchanges. This form of activity, which has increasingly proved its worth in the present programmes, will be retained, but will focus more and more on technology transfer and projects which are of potential benefit to SMEs.

■ Survey work and the analysis and exchange of data. These will be undertaken in a more systematic fashion so that their results progressively come to constitute Community-wide reference points, against which operators and public decision-makers can position their own indicators and data.

This rationalization of Community actions is accompanied by a simplification of monitoring and consulting procedures. A report on vocational training will be prepared every two years, starting on 31 December 1995, in partnership between the Commission and Member States, and will form the basis of any necessary redirecting of programme activities.

A central element of the consultation process will be the setting up of an advisory-type committee in which the social partners will be able to contribute as observers.

The Leonardo programme also aims to fully exploit the experience acquired by the national facilitation bodies and support structures which

the present programmes have contributed to creating. Their role of providing information and disseminating the results of the transnational actions will be reinforced in the new programme. Lastly, particular attention has been given to ensuring the coherence and complementarity of the actions proposed in the Leonardo programme with those proposed in the Socrates programme on education, the Fourth Research and Develop-



Socrates 469 ? - 399 BC

Considered the founder of Western philosophy, the great Athenian claimed to know nothing and was astonished to be designated the wisest of men by the Oracle at Delphi. The power of the Socratic dialogue lay in its persistent questioning of all ideas and actions, followed by rigorous analysis of the answers, leading through preconceptions to realities expressed as essential and universal definitions.

Mr Ruberti's proposal to name the new education programme after Socrates reflects his precept "know thyself". It is intended to indicate "personality growth" as the aim of the programme and interaction with students as the means.

“I only know one thing: that I know nothing”

SOCRATES

Leonardo da Vinci 1452 - 1519

The Italian Renaissance painter, sculptor, architect, musician, anatomist, engineer, town planner, inventor and natural philosopher, whose prodigious and restless genius anticipated many of the achievements of modern technology, was ill at ease with books in Latin and set out to learn for himself on the basis of observation, experiment and precise calculations.

In a note on the facial muscles used in a smile, he wrote: "My intention is to describe and represent these movements completely by means of my mathematical principles".

Leonardo's name is proposed for the vocational training programme to reflect the role of training in both the artistic and the technical contexts, as well as the importance of creativity at work.



Photograph: John Walmsley

From once-in-a-lifetime education to the concept of life-long learning



Photograph: David Hoffman



Photograph: David Hoffman

ment Framework Programme, and the work of the Structural Funds. In particular, the pooling of information and experience will be improved through the setting up of an education and training electronic mail system. The idea of such a network is found in both the Leonardo and the Socrates programmes, and is part of the Commission's policy of setting up trans-European networks. This electronic system will permit the practical exchange on information of education and training systems, projects, surveys and results for everyone involved in the education and training world. Similarly, the "surveys and comparative analyses" strand of Leonardo is defined in complementarity with the targeted socio-economic research strand of the Research and Development programme. Finally, the dissemination of comparative information, and the implementation of transnational actions drawing on the results of pilot projects, will permit greater synergy with the Community Initiative Programmes financed by the Structural Funds, in particular at national level.

The proposal for the Leonardo programme has come at a particularity appropriate time. By rationalizing Community actions, in terms of both objectives and measures, it will have the effect of considerably boosting the impact and visibility of Community action, as well as its complementarity with other Community actions. Through its double objective of supporting both the quality of systems and the capacity to innovate, it will prove a decisive factor in the evolution and transformation of vocational training: vocational training which is vitally important at a time when Europe is calling for a new competitive dynamism in order to reverse the unemployment curve.

Youth for Europe III

The figure of 160,000 young people and youth leaders who took part in the Youth for Europe programme between 1988 and 1993 might seem pretty modest compared with a total population of 70 million young people in the Community. But for young people like those from a Greek island, from Andalucia, from Brussels (mostly of North African origin), and from a Scottish village, most of whom had never before left their home areas, and who met together at Dundee, in Scotland, just as for many others of the 160,000 participants, taking part in the programme has been the first experience of what being a European citizen is all about.

Phase II of Youth for Europe comes to a close at the end of 1994. Convinced of the need not to deprive young Europeans of an instrument for helping them become active and responsible citizens, with a sense of responsibility for a European society which they feel they belong to, the Commission adopted on 4 November 1993 the proposal for a third phase.

The Youth for Europe III proposal consolidates into a single programme all the actions undertaken hitherto in favour of young people: Youth for Europe II, the Youth Initiative Projects funded until now under the Petra programme, the youth activities of the Tempus programme, and the various Priority Actions in the youth area.

Five major actions have been planned:

- Intra-Community activities directly involving young people
- Youth leaders
- Cooperation between Member State structures
- Exchanges with non-Community countries
- Youth information and research into youth matters.

As in the first two phases, particular attention has been paid to securing access to programme activities for disadvantaged young people.

Youth for Europe: decentralized management for a programme aiming to promote an active sense of citizenship and mutual understanding among young Europeans

The first action is aimed in particular at intra-Community activities directly involving young people. Exchanges, which are seen as an integral part of the process of educating young European citizens, remain the main theme of the proposed phase three activities.

Two broad categories of actions are being proposed under this heading: "Exchanges and mobility for young people", with particular attention being paid to linking in these activities with other youth activities, and "Spirit of initiative, creativity and solidarity among young people", which will provide assistance to projects which develop a sense of initiative and creativity, and also to voluntary service projects.

The second action is aimed at youth leaders, who have an obvious and vital role to play. The Commission will provide support both for actions directly involving young people, in particular the training of youth leaders working with disadvantaged young people, and European cooperation in the area of training of youth leaders.

The Commission's proposal contains three further actions, which are not found in the earlier programme phases. Apart from cooperation between Member State structures in the youth area (with particular attention to regional and local structures), a major novelty is the providing of support to exchanges with young people from non-Community countries, enabling young Europeans to meet other people from outside the Community, and, at times, outside Europe, leading to greater mutual understanding and a consciousness of the need for solidarity. The programme will also assist in developing research into youth matters, in order to better identify the specific needs and respond to the expectations of this population group.

At a time when Community countries are experiencing a resurgence of racism and xenophobia, the action envisaged under Youth for Europe III is of particular importance in promoting an active sense of citizenship among young Europeans, and in developing a sense of mutual understanding and solidarity, bringing them together despite their cultural diversity. The largely decentralized management of the programme will allow an optimal response to their needs and aspirations.

TEMPUS

The trans-European cooperation programme for higher Education, Tempus, was adopted on 7 May 1990, initially with Poland, Hungary and the Czech and Slovak Republics before being extended to Yugoslavia (now only Slovenia), Bulgaria and Romania, and later to Albania and the Baltic States.

There was a huge desire on the part of the university community of Central and Eastern Europe to develop international exchanges, based both on their urge to exercise a fundamental democratic right and their wish to regain the highest standards of intellectual and scientific achievement.

Beyond the initially highly symbolic aspect of the arrival in the Community of the first scholarship students and teachers from eligible countries, Tempus sought to provide its own responses to the many challenges posed by modernizing their higher education systems. The university culture contributes to the emergence of a civic and democratic culture, and to the formation of new economic and political elites. Universities must be given back their autonomy, open up to a wider public, reform their curricula, renew their equipment and respond to the requirements of an economy undergoing profound transformation.

In order to adapt to these sometimes contradictory demands, Tempus has sought flexible responses. The programme has focused mainly on creating networks of higher education institutions (and of other economic and institutional players) from both West and East which are involved in specific actions. At the start it was a question of overcoming bureaucratic resistance to change and of taking rapid action. Member States, supported by the political will, dynamism and sense of initiative of the Community's universities, which had already been evident when establishing Community cooperation, proved to be a decisive factor in this respect. Another important aspect of the Tempus programme is its concern closely to involve the authorities of beneficiary countries in the definition of programme priorities, both in terms of disciplinary

Attitudes are changing and bridges are being built between both parts of Europe

sectors and structural actions. In line with this aim, the Commission is endeavouring to further enhance dialogue with each of the beneficiary countries.

Tempus achievements can be summed up in a few figures: 750 Joint European Projects (JEPs) were supported between 1990 and 1993, permitting more than 25,000 teaching staff and nearly 17,000 students to spend time teaching and studying abroad, in addition to some 7,000 individual mobility grants. The Community has spent a total of Ecu 320 million on



Photograph: Stéphane Harter

Tempus since it began.

More important are the qualitative results: the creation of new courses and departments for management and the environment, for example; the local impact of projects which have a knock-on effect within their institutions and the survival of networks beyond the lifetime of the programme. Attitudes are changing and bridges are being rebuilt between both parts of Europe.

The launch of a second phase of Tempus, after it was decided in April 1993 to extend it for a further four years, underlines the importance of human resources in cooperation. An important new milestone is of course the extension of the programme to the former Soviet Union states, which took effect this academic year for the the Russian Federation, the Ukraine, Belarus, Kazakhstan, Kyrgyzstan, Uzbekistan and Moldova.

The political, economic and social development of eligible countries is today full of contrasts. Within such a context of tension and patchy implementation of reforms, the Community, at its June 1993 Copenhagen summit, wished to send a message of hope to the Visegrad states, as well as to Romania and Bulgaria, by offering them closer collaboration.

1993, an eventful year, also saw the European Council of 29 October decide to establish the headquarters of the European Training Foundation in Turin. This new Community organization will have as its mandate the development of initial and continuing vocational training actions for the benefit of Central and Eastern Europe. It will also be taking on board the administrative management of Tempus.

With this new agency and guidelines which draw on several years' experience of joint activities, the Commission is fully equipped to make a major capital contribution of experience and know-how available to its partners from the other half of Europe. They will know how to capitalize on this support in order to construct their own responses and take their rightful place in the single European market.

European Training Foundation goes to Turin

Cooperation in training with Central and Eastern Europe

The idea of setting up a European Training Foundation to assist the countries of Central and Eastern Europe in reforming their vocational education and training systems was aired at an early stage of the political changes in these countries, at the end of 1989, by EC heads of government.

Conscious both of the unpreparedness of their training systems to cater to the needs of a market economy and of the strategic importance of human resource development to the successful outcome of the transition to democracy, it was felt that a permanent institutional presence was the best way of giving concrete expression to the Community's commitment to the training issue. The presence of the foundation was therefore seen as a way of giving prominence to strategic training issues and ensuring that a sufficient capital of knowledge and experience could be built up to guarantee the coherence and effectiveness of the Community's assistance effort in this field.

Despite the adoption of the EC regulation establishing the foundation at the same time as Tempus in May 1990, internal issues within the Community, unrelated to the foundation, made it impossible to arrive at a rapid decision on the location of the new institution, a necessary prerequisite for its actual creation. The decision to locate the foundation in Turin was taken by the European Council on 29 October 1993, when it also confirmed the foundation's vocation to be active within the newly independent states of the former Soviet Union, as well as to manage the Tempus programme.

Although a number of initiatives had been launched in the intervening period - notably, on the Task Force side, the holding of a conference in Thessaloniki in November 1992 and the preparation by a team of experts from the Member States of a report, due to be published shortly, highlighting the global issues linked to system reform in vocational training in Central and Eastern Europe - the lack of the foundation has prevented Community assistance to date from achieving a similar impact in this field as has been possible with Tempus. The advent of the foundation can be expected to change this situation; by its responsibility also for implementing Tempus, the new agency can hope to bring the practical experience acquired within that programme to bear immediately on cooperation in vocational education and training.

The timetable with which the Commission is currently working starts to see the European Training Foundation truly operational at the beginning of 1995. In the meantime, a number of technical issues have to be resolved, including the appointment of the director and subsequently the staff, to whom the Commission proposes to apply its own statute. The foundation's work programme will also be the subject of discussion later in the year.



The foundation will have a governing board composed of representatives of the Commission and of EU Member States. It will be assisted by an advisory forum made up of expert representatives from the training world, including from the eligible states. The director will be responsible for day-to-day management.

With money set aside for the foundation in the 1993 budget, work has already gone on at the CIBB, a Dutch institute based in 's-Hertogenbosch, on preparing a project proposal for ensuring that as many relevant people in Central and Eastern Europe as possible have a working knowledge of pertinent developments and issues within EU training systems. In this way, the initial activities of the foundation on the ground should be facilitated and a network of contacts in East and West built up. This activity should also create the de facto conditions for some of the experience acquired within the framework of the Community programmes for vocational training to be made available to these countries.



EUROPE AT SCHOOL

With the ratification of the Maastricht Treaty, there is for the first time a legal basis for European Community action at school level. Some may say this is a little late in coming. For years there has been increasing demand for Community support for activities intended to promote the European dimension in schools - a demand from teachers, parents, education authorities at all levels and, not least, from the pupils themselves.

But even without a formal political mandate, the demand has not gone entirely unanswered, thanks to the resolution passed by education ministers in May 1988. This resolution, on the European dimension in education, essentially aimed to help prepare young people to take their place in a European Community where the free movement of people was to become a reality.

It made suggestions for action by both Member States and the Community. For Member States, this action concerned such things as the integration of the European dimension into the school curriculum, school text books and initial teacher training - but only so far as this would be possible in the context of their existing educational systems and resources. At Community level, the actions introduced include the Teacher Exchange Scheme, the Multilateral School Partnerships and the Network of Teacher Training Institutions (Réseau d'Institutions de Formation - RIF).

The Teacher Exchange Scheme has been running since 1989, thanks to the European Parliament's voting it a budget line. As its name suggests, it is a scheme involving bilateral exchanges of teachers, 400 a year, for a period of three or four weeks. It is open to teachers of pupils aged 10 to 18 in general education - teachers of all subjects, not just foreign language teachers (though they are eligible too). The aim of the scheme is not only to provide in-service training in the European dimension for the teachers involved, important though that is, but to try to stimulate lasting links between the schools.

The Multilateral School Partnerships, a two-year pilot action approved by education ministers in 1991 on a proposal from the Dutch minister, is now well into its second year. It involves 40 partnerships, each of at least three schools from at least three different Member States, working together on a joint interdisciplinary project.

The partnerships range in size up to eight schools, with the majority being of three or four. Altogether 160 schools are involved. Most of these are secondary, or even upper secondary, schools although both primary and secondary schools were eligible to participate. The projects chosen all deal with some aspect of the European dimension in education, for example the environment or the shared European heritage.

The Network of Teacher Training Institutions is in fact composed of 16 sub-networks, all working on a specific theme concerned with the introduction of the European dimension into education and teacher education in particular. The network currently involves over 200 institutions of both initial and in-service teacher education from all Member States. The themes of the sub-networks include some fairly obvious ones (the environment; the integration of the European dimension into the primary curriculum; modern languages) and some rather less so, including the development and sharing of didactic tools in the sciences; new technology; and physical and health education.

So action to implement the education provisions of the Maastricht Treaty did not have to be created out of thin air - there was at least a little experience to learn from. But before issuing proposals for a new programme, the Commission decided to consult on some ideas. This consultation took the form of the *Green Paper on the European dimension of education*.

The Green Paper was promised in the guidelines for future Community action in the field of education and training which the Commission issued in May 1993. In considering the programmes that had been running for

Twelve countries
300,000 schools
4 million teachers
70 million pupils

some years, i.e. those concerned with higher education and vocational training, the guidelines suggested there was scope for rationalization and simplification in future, while consolidating and building on the experiences so far. School-level education was addressed in the Green Paper, published at the end of last September.

"The European dimension of education" is capable of as many definitions as there are people trying to define it. For those expecting an over arching view of the educational achievements, priorities and policies of the 12 Member States, it may have come as something of a disappointment. However, for those familiar with their well-thumbed copy of the Maastricht Treaty, naturally falling open at Article 126, it may have combined some suggestions which will have been recognised as old friends, some which were mere acquaintances, and some as yet quite unfamiliar.

The Green Paper began by setting its own context - in particular that of Article 126 of the Maastricht Treaty. It stressed, as that article does, that the organization and content of teaching remained matters entirely for Member States; there is absolutely no question of any harmonization of education systems or school curricula. The Community's role, in education as in all areas, is to complement Member States' activities and to concentrate on actions to provide added value.

Added value is not the same as added cash. Community actions which provide added value are, by and large, those which not only complement activities carried out on a national basis but which are also on such a transnational scale as to make it impractical, if not impossible, for individual Member States to operate them themselves or even bilaterally.

One of the areas suggested for Community action in Article 126 was the development of the European dimension in education, particularly through the teaching and dissemination of the languages of the Member States. The Green Paper suggested three particular objectives: contributing to European citizenship; improving the quality of education; and preparing young people for their

integration into society and for a better transition to working life.

To meet these objectives, it made a very specific suggestion: "Action at Community level in the area of education could . . . be centred naturally on schools, through transnational educational projects set up on the basis of partnerships." In other words, school partnerships, each involving more than two members from different Member States, working together on projects. That alternative wording may sound familiar - perhaps a little like the description of the pilot action for multilateral school partnerships? Well, the Commission did not claim to be inventing anything new, but rather to be building on experience to date.

But the suggestion in the Green Paper was not just a re-run of the pilot action. It went further, and suggested seven elements that might be included in these partnerships - for example, language learning, mobility and exchanges, teacher training, and the use of new technology. It also placed some emphasis on the need for the exchange of information and experience - again, not a new development, but one that appears to have increased in intensity in recent years.

The Commission itself sent out relatively few copies of the Green Paper, except in response to direct requests, but supplied copies to Member States in all nine official working languages for them to organize the consultation process. In the event, some Member States chose to have a written consultation process while others organized meetings. The Task Force was happy to participate in these meetings when invited and enjoyed visiting Belfast, Bonn, Lisbon, London and Paris.

THE RESULTS of the consultation were very encouraging. A large number of responses have been received, read and analysed. These include official government responses and replies from European associations. The majority have come from nationally-based organizations, local or regional authorities and individuals. A high proportion so far have come from the UK as both the Department for Education in England and the Scottish Office Education Department passed on the replies received as part of their national consultation process. But this should not give an undue UK-bias to the results, since overall there is a fair degree of consensus in the responses, no matter what the Member State of the writer.

There was an almost universal welcome for the fact that the Green Paper had been issued at all; people were glad of the opportunity to comment on ideas for Community action before the publication of firm proposals. Another general point made by the majority of respondents was that the Europe of the European dimension should be the continent of Europe; they felt that the countries of Central and East Europe as well as the EFTA countries should be able to participate in a future programme.

The official government responses not only commented on the particular suggestions in the Green Paper but also took the opportunity to remind the Commission of the importance of the subsidiarity principle: that Community action must demonstrate clear added value and that actions should be decentralized as far as possible.

The suggestion of school partnerships was generally welcomed. There was inevitably some debate on the pros and cons of including pupil exchanges in any future programme. There was little doubt among respondents that pupil exchanges provided the best method of providing a real European dimension to education; but would the cost mean that this could be an option only for the favoured few (whereas the European dimension should be something for every pupil) and did the organization of such exchanges really need the intervention of the Community - could they not be organized more effectively bilaterally? Given that any Community action could inevitably reach only a tiny minority of schools and pupils, preference should, it was thought, be given to schools with some sort of disadvantage, be it geographic, cultural or socio-eco-





conomic, and special schools and pupils with special educational needs should explicitly be included.

Pretty well all respondents so far agree on the importance of teacher training, both initial and in-service, but with some priority to the latter. It is recognised that, in purely numerical terms, it is easier for a Community programme to reach a higher proportion of teachers than pupils, and thus - hopefully - to affect more pupils via their teachers. On the same somewhat crude numerical basis, it is easier still to reach a higher proportion of head teachers, who are in any case seen as crucial players in the development of the European dimension in schools. Primary teachers are also seen as deserving special attention, as previous schemes tended to benefit secondary teachers in particular. To meet the needs of both head teachers and primary teachers, an expanded, extended but more flexible teacher exchange scheme has been suggested.

Other suggestions that received particular support were the use of distance education and multimedia sys-

tems, action on the exchange of information and experience and language teaching and training. There were some especially eloquent pleas for the provision of easy access to good, up-to-date, user-friendly information on what was going on in Member States, what was going on by way of Community activities, and what had been established in research projects.

For most people, language teaching and training continues to be a priority area. There is a lot of support for the actions in the Lingua programme to continue and to be extended, in particular to pupils in general education and below the age of 16, to teachers other than language teachers who need to use a foreign language in their work, and to all student teachers.

The overall impression is that respondents want three things above all in Community actions:

- flexibility
- transparency
- easily accessible, comprehensive and comprehensible information.

This analysis is still only provisional - replies are still coming in and being analysed. Early responses were taken into account in the preparation of the proposals for the Socrates programme. These proposals were adopted by the Commission on 4 February, and will now be negotiated through the Council and the European Parliament. Those negotiations will of course allow for subsequent comments to be taken on board, notably from the Economic and Social Committee and the newly established Committee of the Regions.

The experience of the Green Paper has been thoroughly positive from the Commission's point of view, and we hope that our colleagues in Member States and in European organizations would say the same. The sheer volume of the response and the constructive nature of the replies has demonstrated that there is a readiness to respond to ideas put forward by the Commission and to contribute to the development of the European dimension in schools.

White Papers and Green Papers

These terms are coming into more common use in a variety of contexts.

In the UK, a White Paper is a document presented to parliament by the government setting out major policy proposals. White Papers are official documents which give a full explanation of the policy proposed and often lead to new or amended legislation.

The need for wider public consultation in the preparatory stages of policy-making has led more recently to the appearance of Green Papers. These put forward a variety of policy considerations and options as a basis for consultation with interested parties.

The essential difference is between the consultative status of Green Papers and the more advanced policy status of White Papers.



Photograph: John Walmsley

The concept of partnership is the thread which runs through the European Community's actions in education and training. The same spirit of cooperation, the same practice of exchanges and, more generally, the same desire to attribute a transnational dimension are shared by all Community programmes, lending them the sort of European added value which justifies and legitimates their existence. It is by encouraging partnerships between a wide variety of educational players from the various Member States that the Community has contributed to the development of quality education, foreshadowing the role now formally assigned to it by virtue of Article 126 of the Treaty on European Union.

It was therefore natural for the Commission to use experience already gained as the basis for formulating its proposals for the three new programmes. Socrates for education, Leonardo for vocational training, and Youth for Europe all derive from the same fundamental idea of border-free partnership which has enabled European cooperation to overcome the legal and psychological barriers which could have hindered progress. These new programmes combine the Community's desire to maintain and develop the activities in which it has been engaged up to now with a concern for rationalization.

Transnational partnership is set to remain one of the main tenets of Community policy. Erasmus, Lingua, Comett, Tempus, the Community/United States pilot project, Petra, Force, Youth for Europe and the pilot educational programmes - the frameworks of all these programmes have permitted the Community to support generous and ambitious cooperation initiatives between educational institutions, teachers, administrators and students, as well as organizations and associations of every kind, none of which have been deterred by linguistic differences, cultural diversity or long-standing international inequalities.

Rather than an analysis of statistical and budgetary aspects, it is a state of mind, a certain way of perceiving Europe at grass roots level - in other words, as it affects the day-to-day realities of the educational world - that is outlined in this article.

Studying abroad

Asked recently why he chose to pursue his studies in Greece under the Erasmus programme, Peter Ströbele answered: "The European myth". He was not being ironic about the new Union set up by the Maastricht Treaty. This former German student, now a graduate in medicine, was alluding to that first "Europe" . . . the Phoenician princess who, long ago before lending her name to the Old Continent, had been ravished by Zeus disguised as a bull. What Peter wanted was to immerse himself in Hellenic culture, to have first-hand experience of Greece and see the famous sites, but at the same time to continue his studies in a highly scientific discipline. He was not disappointed. As his illustrious compatriot Goethe declared to Charlotte von Stein in 1783, "the lives led by foreign peoples form

the best mirrors for us to understand the life we lead".

This is also the major benefit of partnerships springing from Community cooperation initiatives in education and training. Whether these take the form of inter-university cooperation programmes (ICPs) under Erasmus or Lingua, University/Enterprise Training Partnerships (UETPs) under Comett, or Joint European Projects (JEPs) under Tempus, the principal beneficiary is always the student, and it is through the eyes of students themselves that the success of these major European programmes should largely be judged. Naturally, studies or training courses abroad have an intrinsic value which has nothing to do with tourism, but it is clear that, for those who have experienced living in a foreign cultural environment, the 'real life' element has been the most valuable lesson they have drawn from it.

This view is supported by the personal accounts of more than 1,300 former Erasmus students who have participated in ICPs in 1988/89. Questioned for a recent survey conducted by the Centre for Research on Higher Education and Employment of the Gesamthochschule Kassel in Germany, they said that the most significant personal benefit they had gained from their period of study abroad was a better grasp of the language and an in-depth knowledge of the host country. Almost 60% said they had maintained close contacts with the country through personal friendships.

It has also been a privileged experience for the organisers of Erasmus, Comett and Tempus partnerships from various higher education institutions who have made a considerable personal contribution to their success. In Erasmus, ICP coordinators are the mainspring of a whole cooperation network between the universities of the various EU and EFTA countries - the European University Network - within which large-scale student mobility, teacher exchanges, and the development of joint teaching and intensive programmes is organized. Moreover, all these activities are accompanied by a formal guarantee to recognise studies undertaken abroad. It is to the personal initiative of coordinators that almost all the ICPs owe their existence, and their views on such partnerships are illuminating on a wealth of aspects.

Some "old hands", such as Jean-Pierre Boivin from the Sceaux law faculty (University of Southern Paris), miss the good old days when they could just turn up in Brussels, often unannounced, to check on the state of progress of their projects. "Since then", he declares, "there's been a proliferation of forms, letters and various kinds of report needed to justify expenses incurred for such and such a planning meeting or activity." His view is perhaps a trifle exaggerated, since any use of public funds necessarily implies a degree of control; it is inevitable to have a certain number of constraints in a network which currently numbers more than 2,300 ICPs, a number of which comprise dozens of institutions, and which arranges mobility for nearly 120,000 students and teachers. Nevertheless, nostalgia for the way things were still remains.

Whilst they imply a significant participation by university staff, Tempus JEPs, and especially Comett UETPs, mobilize an even broader spectrum of players, in line with their objectives to respond more specifically to economic and industrial development needs. Tempus covers a



PARTNERS SANS FRONTIÈRES

much broader geographical area, as part of the economic redeployment process planned under the Phare programme for the benefit of the countries of Central and Eastern Europe. Furthermore, on 1 January 1994 Tempus was also fully integrated into the Community programme for the economic reform and recovery of the Independent States of the former Soviet Union (known as Tacis).

The generally favourable reports of participants should not allow problems, such as funding, to be glossed over. Holder of the Jean Monnet Chair for European Integration at Hull University, Juliet Lodge won the 1992 Woman of Europe award in recognition of her contribution to European construction which included, amongst her other activities, coordinating an ICP. In spite of her enthusiasm, she does not conceal her disappointment at the level of Community credits she has at her disposal: "despite the justified reputation of the Erasmus programme, sometimes there is a critical lack of funding; if the financial brakes were taken off there would be a tremendous explosion in demand by students, who have never been as psychologically geared-up to study abroad as they are today".

However, she did experience great satisfaction on witnessing the first group of Erasmus students obtain their diploma after four years of study: "We are very happy to have managed to get recognition for a special diploma, which is valid for both Hull and Erasmus students, and which is awarded in addition to their national diploma".

Her satisfaction is all the greater in view of the frequent difficulties which had to be surmounted in order to obtain recognition for studies undertaken abroad. This meant that curricula had to be devised which would lead to double or multiple diplomas, or at least to special mentions delivered by the institution of origin, or even sometimes the host institution.

The ECTS (European Community Course Credit Transfer System) is a leading initiative for the recognition of studies in the Erasmus framework. Administered in parallel with ICPs since 1989 in the form of a pilot project, this network aims to address the issue of academic recognition through a system of 'academic credits'. These are granted according to a prior agreement between the partners concerned, and include recognition for the period of foreign study by the institution of origin, on condition that the results obtained by the students are satisfactory. Head of ECTS administration at the pure and applied chemistry department of the University of Strathclyde in Scotland, Professor Richard Whewell feels progress achieved so far has enabled "teachers to better plan their courses, and students to feel more reassured with respect to the academic recognition they could expect to gain on completion of their studies".

As a pilot project, the ECTS currently only operates in 145 institutions, all beneficiaries of Community financial support and selected by the Commission to implement the system in one of five chosen fields (management, chemistry, history, medicine and mechanical engineering). But its influence is spreading well beyond the pilot network. Hence ECTS principles have been adopted by the Marie Haps Institute in Brussels, a higher education establishment which offers university-level training, principally in the field of translation and interpretation in foreign languages. In the view of Hugo Marquant, the



Photograph: John Walmsley

institute's scientific advisor, "it should never be assumed that courses and procedures for monitoring and examining students in two different institutions are identical. In the final analysis, the only really feasible mechanism for recognising studies on a large scale is a system of modularized courses which could quite easily lend itself to the award of credits, along similar lines as the ECTS system. It is this type of system, moreover, which is successfully being applied within the ICPs we have been coordinating for several years now".

Students in Europe

**"have never
been as psychologically
geared-up
to study abroad
as they are today"**

The Marie Haps Institute also coordinates two Joint European Common Projects (JEPs) under the Tempus programme, in which Mr Marquant emphasized the role commercial and industrial sectors can play: "In our two projects, we not only have university partners in Poland, Hungary, Romania and the Czech Republic, but also four companies: Artec and Apple in Belgium, IBM in Vienna, where its distribution centre for Eastern Europe is located, and FNAC from France".

Tempus mobility programmes often involve a sizeable transfer of sophisticated teaching equipment to higher education establishments in eligible countries, which mobilizes a substantial proportion of the credits allocated to each JEP. "The equipment provided by our industrial or commercial partners includes fully computerized interpretation or language laboratories, computerized data-processing equipment, terminology software, data banks and specialized textbooks", Mr Marquant points out. "But we shouldn't make the mistake of assuming that the sometimes critical lack of equipment in such countries in any way implies any lack of

intellectual resources. On the contrary, we never cease to be amazed at their intellectual capacity and dynamism".

Professor Bohdan Jancelewicz, who coordinates a JEP at the Institute for Aeronautics and Applied Mechanics at the Technical University of Warsaw, welcomes "the creation of an organization designed to train specialized personnel for the aeronautics industry. Our project", he points out, "has provided a framework for the mobility of both students and teachers, for the pooling of ideas concerning our respective teaching systems and the modernization of our laboratory equipment. It has also inspired the creation in Poland of a new educational association, Star Poland, which has now been admitted as a full member of the Star Europe Association (created within a Comett UETP) for specialized training and research in aeronautics."

Sometimes a significant change in the direction of a discipline itself enables it to open up to inter-university cooperation. In the case of law, for example, new comparative studies or curricula, modelled on Community or even international legislation, have arrived to complement more traditional training on national law. "It is a trend which seems to me to be gaining ground", confirms Professor François Jacquot, head of the law, economic science and management faculty at the University of Nancy II, with regard to an ICP leading to a Master's in Business Law. "The feeling of satisfaction from doing something positive to advance European training and open up new fields of international research is undeniably one of the greatest rewards our collaboration has brought", he adds.

A recent illustration of international openness towards university cooperation is the 'exploratory' phase of cooperation in higher education between the European Community and the United States. The 23 consortia projects selected for funding were made public in October 1993, in a joint declaration by Professor Antonio Ruberti, European Commissioner for Education, and Mr Richard W. Riley, United States Secretary for Education. Based on an evaluation by independent university experts from both continents, selection also respected the guidelines formulated by the EC Council of Ministers in November 1992: joint activities which take account of existing bilateral programmes whilst still being linked to Community programmes and policies already in force, which produce mutual benefits, make optimum use of the resources available, contribute a specifically European "value added factor", and develop "models of good practice" which could be used in future on a much more wide-ranging basis.

In charge of coordinating one of these projects, Professor Whewell notes "the very encouraging willingness of the Americans to apply the principles of the ECTS to transatlantic exchanges. Despite America having a long-standing system of credits, some of our partners even believe that the Europeans have taken a slight lead in this field, particularly as regards the use of structured information dossiers".

On the basis of experience acquired through this joint initiative with the Department of Education in Washington, the Commission may invite the Council to consider adopting a fully-fledged university cooperation programme between the European Union and the United States from 1995 onwards.

University-industry links

University-Enterprise Training Partnerships (UETPs) under the Comett programme bring industries and universities together to cooperate Europe-wide and to strengthen training in technological development, especially in new or advanced technologies. These partnerships provide them with a network which helps them identify needs, improve the quality of training and perfect applications, with particular emphasis on small and medium-sized enterprises, in order to facilitate the transfer of technology for their benefit.

As underlined in the Commission's White Paper on growth, competitiveness and employment (see p.14), cooperation between universities and business is a means for transferring knowledge, a vehicle for innovation and a factor for increasing productivity in job-creating sectors. In 1991, a report by IRDAC (the Commission's Industrial Research and Development Advisory Committee) sounded warning bells: for lack of sufficiently qualified personnel, the European economy could well find itself deprived of the anticipated benefits of greater investment in higher education in terms of technological research and development. The partnership between higher education and industry therefore needs to be strengthened and continue to be supported by public policies, while becoming increasingly internationalized since the development of markets, company strategies and the internal logic of expertise today know no boundaries.

Two kinds of partnership have therefore been established under Comett: more than half are designed to improve technical qualifications and training, often in several industrial sectors, within a specific region; the others have the same aim but in only one technological or industrial sector. Whether they are regional or sectoral, all partnerships promulgate three types of training activity: training placements of students in companies; periods spent by university students in companies, and vice versa by company personnel in universities (where they may be involved in teaching); and support for companies and higher education establishments involved in training initiatives, with priority being given to technology transfer for the benefit of companies with fewer than 500 employees.

An interesting example of a regional UETP is one organized in Spain by the San Sebastian Centro para el Desarrollo de la Empresa (centre for enterprise development), to counter the process of industrial restructuring and massive unemployment which characterizes the Basque Country. Bringing together 7 universities, 10 enterprises and 18 professional organizations, the Euskal-Herria UETP has developed training and retraining courses which have permitted the redeployment of hundreds of underskilled workers, many of whom were unemployed, thereby improving the economic and social situation of a threatened community.

Euroform is another example of a UETP, this time sectoral, in the field of micro-electronics. Born of an initiative by the European Centre for Training in Micro-Electronics, it organizes intensive courses and student training courses, and



develops training modules in the form of monographs and documents, as well as multimedia material, including films and copies of modules originally broadcast by satellite.

UETPs are not simply a means of funnelling Community money. Most of them function as small businesses in their own right, offering a whole range of services to both their members and the general public in their capacity as training consultants.

Along with universities and enterprises, many UETPs bring together professional associations, research institutes and regional and local authorities. They also cooperate among themselves within a vast interwoven network and it is not unusual to see members of one UETP belonging to

another. Several of them naturally have institutional links with other Community programmes, notably Erasmus, Tempus and Force. Under Erasmus, they participate in the implementation of ICPs and under Tempus of JEPs.

UETP activities are defined on a dynamic, results-oriented basis, which is to say that their development is matched as far as possible to their results and the extent to which they have or have not satisfied the needs of enterprises. The improvement of technological qualifications must go hand in hand with a concern to motivate staff and should, in addition to economic and social factors, also take into account the institutional and cultural dimension of training strategies.

Initial vocational training

The Petra programme is designed to improve initial vocational training in the Community by means of transnational partnerships. It has therefore formed a European network which brings together a wide range of organizations, whose participation in European cooperation experiments enables them subsequently to influence the design of vocational training in their own environments.

One example of a Petra network partnership is entitled *Learning by doing: setting up a company abroad*. It comprises five schools involved in commercial vocational training programmes for young people (16 to 19): Aabenraa Business College and Zadkine College in Denmark, Instituto Technico Artístico e Profissional (ITAP) in Coimbra (Portugal), Lycée Technique du Centre (LTC) in Luxembourg, and Overgelder College in the Netherlands.

While they all have a common goal - to simulate a company creation - in order to develop young people's sense of initiative and increase their motivation, each school has its own programmes and constraints and the groups of pupils have each chosen their own particular type of enterprise. All these diverse elements therefore had to be taken into account, and a truly transnational project needed to be constructed, which would encompass not only the pooling of information but also exchanges of pupils between the various countries, exchanges of teachers, commercial prospecting and even the organization of an international fair.

The partnership has led to the publication of a guide which provides much useful advice for emulating this genuinely innovative type of educational exercise. Fortified by their joint experience, its members can now disseminate it by acting as facilitators for further groups wishing to draw inspiration from their original training project.

Elsewhere in the Petra European Training Partnerships Network, the Lycée professionnel de Sens (France), l'Istituto Tecnico Industriale Statali "Fermo Corni" (ITIS) in Modena (Italy) and the Gewerbeschule Lörrach (Germany), have set out to create *Common training modules in plastics technology*.

The design and manufacture of real products - a plastic puzzle and trombone - have served as a basis for the development of training products, with in-company training courses, the creation of the modules themselves and the production of a five-language plastics technology glossary.

The experiment has produced even more positive results, since it has led to the establishment of a Franco-German equivalence certification system for diplomas in plastics technology between the two Member States.

How does an idea for a partnership between operators from various Mem-

ber States come about? How are projects from such diverse origins linked together to develop a transnational training product?

Preliminary meetings take place during 'contact seminars' organized annually for new projects selected by the Commission and Member State authorities, and these seminars serve as a sort of gateway to the Petra network. For two days, project leaders from every country in the Community compare their ideas and outline joint projects which are European in dimension. Once they return to their own respective training institutions, they refine and develop the groundwork developed jointly, and organize further meetings between training providers in the various countries involved and young people themselves. Thus partners Action Locale pour les jeunes (Luxembourg), Ferns Diocesan Youth Service (Ireland), Hellenic Agency for Local Development (Greece), Risposte Esperienze Servizi (Italy) and Valleys Initiative for Adult Education (United Kingdom) worked together on *Training in local development for young marginalized people*.

"We have developed a strong spirit of cooperation, very good working relations and great friendships with our partners", the Irish institution feels. "The Petra programme has enabled participants to feel less marginalized, more useful and alive. Friendships have blossomed across borders and some participants have learned a little Gaelic, Luxemburgesch or Greek. Many of them are now learning French with a view to furthering the partnership with the Luxembourg project".

Whilst being beneficial for their participants, each of these transnational partnerships is also an important source of inspiration and a model of cooperation for other bodies interested in infusing a European spirit into their training activities. To this end, these experiences are recorded, exploited and capitalized on by Petra programme teams, both at European and national levels, thereby turning them into a valuable source of methodological know-how.

Language learning



Photograph: John Walmsley

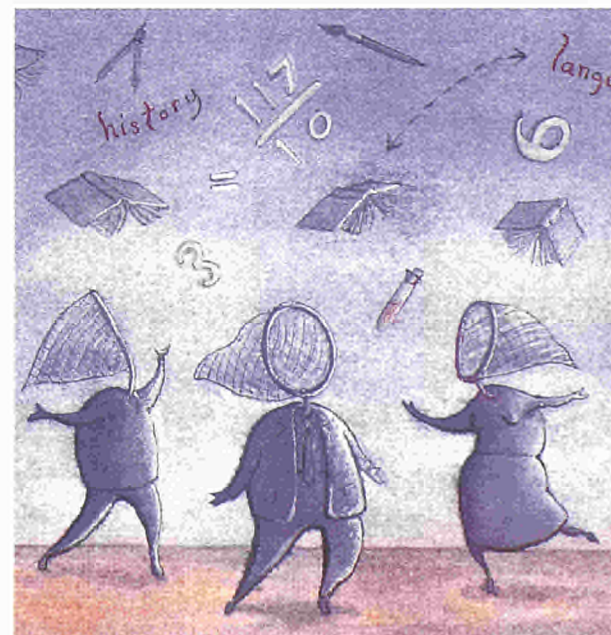
The Lingua programme brings together employers', trade union and education organizations to enhance the teaching of languages. The programme has funded more than 250 projects, involving over 1,000 partners from the various Member States.

These projects are intended to respond to a need to develop teaching materials designed to help companies improve their competitiveness in both European and foreign markets. They have led companies, teaching institutions and social partners to use Community funding more effectively, within the framework of transnational partnership networks.

In particular, training modules specifi-

cally aimed at teachers of foreign languages have been developed, through the combined efforts of continuing training organizations in all Member States.

Lingua also assists associations with their problems of learning/teaching foreign languages in Europe, with some significant results, including, for example, the specially developed language course to facilitate communication between the SNCF and British Rail during implementation of the Channel Tunnel project, or Expolangues meetings/conferences which are now held almost everywhere in Europe.



Young pioneers

The first major programme to have been decentralized. Youth for Europe has in a way blazed the trail by making partnership a fundamental principle for inter-cultural learning processes at every level (public authorities, national agencies responsible for implementing the programme within each Member State, or groups for planning and creating exchange projects). Partnership beyond borders is constantly perceived in terms of communication and interaction.

The aim of Youth for Europe is not merely to offer every young person an individual exchange experience, but to promote activities which enable several groups of young people from various Member States to meet, get to know each other better, and establish links for the future.

Thus young people learn what it means to plan and organize a visit with young people from another cultural, political and social environment. An exchange project confronts them, as it does the organizers who assist them, with an alternative notion of time and personal relations, and familiarizes them with different ways of thinking.

These projects vary widely in character. For instance, one training session in Brussels brought together 44 youth workers from all around the EU to look at the influence of youth exchanges in combating racism and xenophobia.

At another meeting in Denmark, 47 young people without jobs or much in the way of skills came together from seven countries to consider educational prospects and job opportunities at European level in the ecological and environmental area.

And an unusual concert was presented in Antwerp by young people from Germany, Belgium, Spain, France, Portugal and the Netherlands, many of whom were handicapped. For the most part they had never previously learned to play any instruments, but their enthusiasm for music brought them together across national borders despite their difficulties.

In this partnership, national agencies

serve as the interface between projects initiated by the young people themselves and the intervention of public authorities. They strive to respond to young people's needs within the framework of political programme guidelines, their role being to provide information and training. As the years have gone by, they have become links in an intricately-woven network, interacting closely with the Commission in a perspective of truly decentralized cooperation.

Although the Commission is, of course, responsible for coordinating the programme, it is the job of Member States and national authorities to implement and promote initiatives.

An advisory committee, comprised of representatives from each of the Member States, establishes procedures for implementing the programme, allocating the budget and ensuring overall programme supervision. Financial assistance is allocated in a spirit of solidarity, for the benefit of the least advantaged and those least experienced in the forms of cooperation covered by the programme.

The third phase of Youth for Europe will extend this partnership, both by increasing decentralization and broadening cooperation with competent national authorities and youth organizations, which play the role of real social partners in these matters. It is their task to define cooperation objectives as they see fit, even though they then have to get them acknowledged and supported by Member States. They thereby emerge as genuine partners in conducting actions of general interest.

The Commission has close links with the Youth Forum, created in 1978 by national youth committees and international non-governmental youth organizations. The Commission maintains regular contacts with the Forum and acknowledges the special contribution its views make to Community debate. Another important partner in this regard is the Council of Europe.

The challenge is daunting, even though

initial programme results are encouraging. It is nothing less than to involve European youth in the Community's efforts to induce partners from the various Member States to work together.

Continuing training

Force has its roots deep in the concept of continuing training partnerships between small and large enterprises, between associations of small enterprises, between the users of continuing training and those who design and dispense it.

The programme has therefore been developed as a network of transnational partnerships whose role consists of identifying and defining training needs, creating programmes and teaching materials and transferring the experience which is acquired.

Most Force projects are developed by companies themselves. For example, the Italian company Zanussi has established a partnership with the Athens University of Economics and Business, the UK Policy Studies Institute and other Italian partners, including the trade unions FIM/FIOM/UILM, in order to analyse the new career profile and corresponding training requirements for warehouse robot technicians and operators in the mechanical engineering sector.

The Irish company McWilliam Sailmakers has set up a partnership with other European SMEs in the sail-making sector - Kafetzidakis Sails in Piraeus (Greece), Olympic Sails SDF in Muggia (Italy) and Velas Pires de Lima in Matsosinhos (Portugal) - in order to improve the design and quality of their sails through a jointly developed training programme.

The social partners have become increasingly involved in partnerships, and Manchester College of Arts and Technology's Trade Union Education Department has brought together 22 of them to promote vocational training within the European food industry, in liaison with top British manufacturing groups such as McVities, Brooke Bond and Kelloggs UK, as well as trade unions, including the Transport and General Workers' Union and the Union of Allied Shop and Distributive Workers. The Netherlands participates in this project via the Scholings Institute FNV from Oisterwijk, Portugal via the Escola Superior de Biotechnologica from Porto, France via the Pôle Européen Agro-alimentaire from Charbonnières-les-Bains, Denmark via the Naerings-Og Nydelsesmiddelarbejder Forbund, and Italy with the Formazione Professionale sede Nazionale.

Force is therefore a programme intended for business and more than half its 5,000 partners are companies. Small enterprises have fully grasped the benefits which are to be gained from the continuing training of their staff: looking at the projects submitted in 1993, 80% of the companies participating in proposed partnerships were SMEs.

ERASMUS and LINGUA (action II) ICPs in 1993/94

Geographical coverage: 12 EU Member States and 7 EFTA countries.

European University Network: 2,379 ICPs for organised student mobility, organized teaching staff mobility, joint curriculum development and intensive programmes. An ICP can comprise one or more of these elements.

Anticipated student mobility: 112,733

Anticipated teaching staff mobility: 8,060

Joint curriculum development: 232 ICPs

Intensive programmes: 188 ICPs

Since the launch of the Erasmus programme in 1987, ICPs have provided mobility for more than 200,000 students and 15,000 teaching staff.

TEMPUS in 1993/94

TEMPUS (PHARE)

Geographical coverage: 11 eligible countries: *Albania, Bulgaria, Estonia, Hungary, Latvia, Lithuania, Poland, Slovak Republic, Czech Republic, Romania, Slovenia.*

12 EU countries (+ self-financed participation of seven EFTA and six G-24 countries, as well as Cyprus and Malta).

No. of ongoing Joint European Projects (JEPs): 501

Overall participation by higher education institutions: 866

Overall participation by industry/companies: 234

Overall participation by organizations (chambers of commerce, professional associations, local authorities, etc.): 312

Anticipated student mobility under JEPs:

East-West 5,253 West-East 873 East-East 40

Anticipated teaching staff mobility under JEPs:

East-West 5,876 West-East 3,436 East-East 206

TEMPUS (TACIS)

Geographical coverage: 7 eligible countries:

Belarus, Russian Federation, Kazakhstan, Kyrgyzstan, Moldova, Uzbekistan, Ukraine.

12 EU countries (+ self-financed participation of 7 EFTA and 6 G-24 countries).

No. of ongoing Joint European Pre-Projects: 77

COMETT in 1993/94

Geographical coverage: 12 EU Member States and 7 EFTA countries.

No. of UETPs: 205

UETP categories: 126 regional (60%), 79 sectoral

No. of partners: 7,500, including: 3,500 enterprises (more than 70% are SMEs) 1,500 higher education institutions.

Average size: 50 partners

Summary of UETP training activities since 1990:

24,000 in-company training courses for students; more than 5,000 training sessions; the production and dissemination of around 4,000 educational supports for training; and around 800 exchanges of university and industrial staff members.

LINGUA in 1993/94 (excluding action II)

Geographical coverage: 12 EU Member States

Languages: All nine official Community languages, as well as Irish and Letzeburgesch.

The programme's decentralized actions have enabled:

- 6,037 teachers to follow in-service training courses in the country of the language they teach

- 23,053 young people to become involved in JEPs involving an exchange in another Member State.

The programme's centralized actions have fostered the development of over 250 projects involving more than 1,000 partners.

PETRA

Geographical coverage: 12 EU Member States.

Participants: By the end of 1994, 30,000 teachers or trainers and 160,000 young people will have participated in network activities.

No. of projects: More than 730 between 1988 and 1993.

YOUTH FOR EUROPE

Geographical coverage: 12 EU Member States and 5 EFTA-EEA countries (as from 1 January 1994).

No. of projects: 3,000 for the 1991-93 period.

Participants: - 1991: 28,000 - 1992: 30,000 - 1993: 32,000

FORCE

Geographical coverage: 12 EU Member States.

No. of projects funded since 1991: 720

No. of partners participating in projects: 5,000

School projects

European cooperation, having been taken up in higher education to the extent that many universities have been induced to adapt their institutional structures to take account of Community programmes, has also made its mark in the primary and secondary education sectors within the framework of educational pilot actions. A number of initiatives have already helped promulgate the European ideal among schools.

For example, *Columbus* is a multilateral schools partnership project between secondary schools from Antwerp, Barcelona, Genoa, Lisbon and Palermo. Coordinated by a Dutch school and launched on the occasion of the 500th anniversary of the discovery of America, it has enabled pupils to study the historical, geographical and cultural features underpinning the development of these harbour cities, as a result of the commercial boom which followed the discovery of the American con-

continent, as well as the phenomena of emigration and industrial and technological development in the 19th and 20th centuries.

The study comprised a transnational partnership element since it was thanks to Community aid that each school was able to host a group of pupils from the other institutions.

A further experiment is one to promote schooling for the children of migrant workers, conducted by the education ministries of Bavaria, Rhineland-Northern Westphalia and Italy. It brings together teachers working in schools catering for such children. In turn the teachers who benefit from this initiative can raise awareness among their pupils of the various languages spoken in the Community, through teaching them nursery rhymes, songs and poems, with the aim of making them more receptive to and tolerant of other cultures.

Growth - Competitiveness - Employment

The search for tomorrow's jobs

European Union government leaders adopted the Commission's 150-page *White Paper on growth, competitiveness and employment* at the end of last year. Sub-titled "The challenges and ways forward into the 21st century", it contains far-reaching analyses and medium-term strategy proposals primarily aimed at tackling unemployment in Europe. In December, the EU Council of Ministers gave the go-ahead to the Commission's proposals for an R and D framework programme with funding of Ecu 12 billion in 1994-98. At the same time, Antonio Ruberti, the Commissioner also responsible for research and technology development, was tabling the Commission's plans for education, training and youth programmes worth some Ecu 2 billion in 1995-98 (see pp. 4-6). Both aspects of Professor Ruberti's responsibilities feature strongly in the White Paper. Much of its section on competitiveness concerns new technology, while the section on employment opens with a chapter on the adaptation of educational and vocational training systems. The relevance of education and training in the context of the White Paper is considered in the following article by Thomas O'Dwyer, the Commission's director-general for human resources, education, training and youth. An industry view is given by Walter Schusser, responsible for human resources at Siemens, on the basis of a report by the industrial advisory committee IRDAC. And a report by Eurydice, the Community education information network, looks at the problem of young people who fail to make the grade at school.

Education, training and the White Paper

How to redress the employment situation is central to the current concerns of all political decision-makers. At the European Council in Copenhagen, on 21-22 June 1993, the President of the Commission presented an analysis of the competitiveness of the European economies and their strengths and weaknesses which was fully endorsed by the European Council. This analysis demonstrated that the leading position of the European economy is crumbling, in some areas Europe is losing its comparative lead over its major competitors in world markets, and it has less capacity for job-creation than its competitors. The Community is suffering from a certain shortfall in skilled labour, as well as an imbalance between supply and demand for skills. In the light of this, the Council invited the Commission to draft a White Paper on growth, competitiveness and employment.

The preparation of the White Paper offered the opportunity for a wide-ranging debate on defining a medium-term strategy for growth, competitiveness and employment and, inter alia, on the role education and training is expected to play in the emergence of this new model. Very clear signals emerged, and these received the

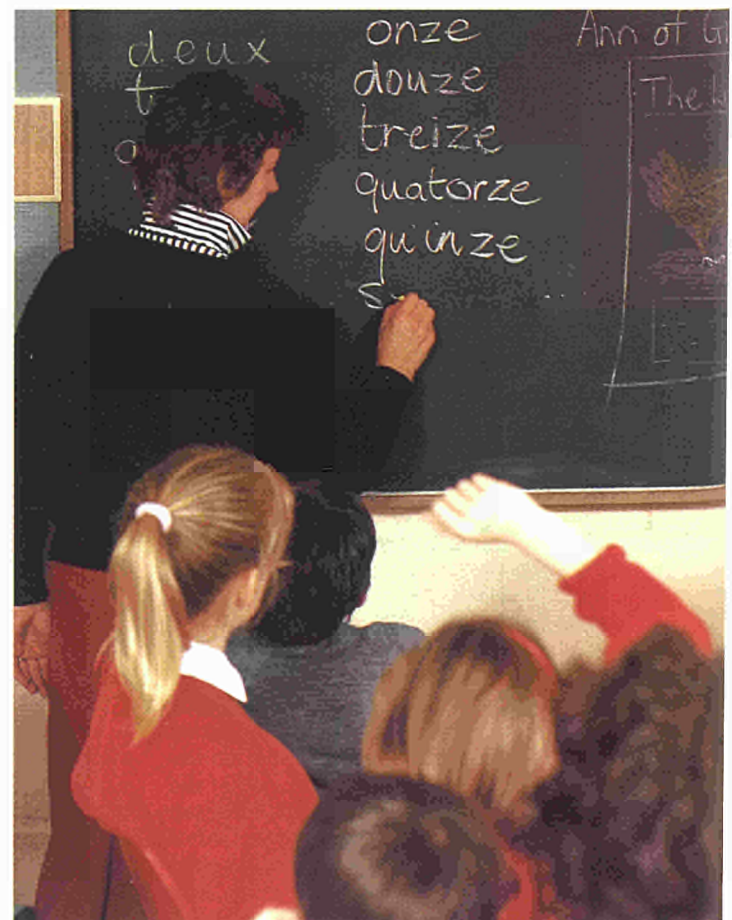
approval of heads of state and governments at their next European Council meeting on 10-11 December in Brussels.

The White Paper advocates a profound remodelling of education and training systems. The public resources devoted to education form the largest part of budget expenditure in all EU countries and, in general, spending on training is also on the increase. The effectiveness of such expenditure and how it is allocated now figure high on the political agenda. If these adaptations are implemented, education and training would appear to be the key means of ensuring the transformation of our society and developing a spirit of openness and cooperation with countries outside the Community.

The White Paper confirms the need to provide basic training to all young people. The proportion of young people leaving the educational system without having completed their basic education still remains too high, in view of the demands of the labour market. School failure, although it is being vigorously combated, still remains one of the principal causes of economic and social marginalization for a number of young people. Therefore, the European Council of Brussels suggested that Member States



Earning



Learning

Photographs: John Walmsley

Leserbefragung / Readership Survey / Enquête Auprès des Lecteurs

Liebe Leser,

da dies die erste Ausgabe unseres neuen Magazines ist, in dem über Themen der allgemeinen Bildung, der beruflichen Bildung und der Jugend berichtet wird, wären wir Ihnen dankbar, wenn Sie uns in dem beiliegenden Fragebogen - in deutsch, englisch oder französisch - Ihre Ansichten über Aufmachung und Inhalt des Magazines mitteilen.

Schicken Sie den ausgefüllten Fragebogen bitte bis Ende April 1994 an die

Gesellschaft für Empirische Studien bR
Maiworm & Over
Postfach 10 24 45
D-34024 Kassel

Wenn Sie weitere Kommentare zu Themen machen möchten, die im Fragebogen nicht berücksichtigt worden sind, notieren Sie diese bitte auf einem separaten Blatt Papier.

Für Ihre Mitarbeit bedanken wir uns im voraus.

Der Herausgeber
TFHR Magazin

Dear Reader,

As this is the first edition of our magazine, covering the fields of Education, Training and Youth, we would be grateful if you could complete the attached questionnaire - in the language version which suits you best - to give us your opinions on its style and content.

Please return your completed form by the end of April 1994 to

Gesellschaft für Empirische Studien bR
Maiworm & Over
Postfach 10 24 45
D-34024 Kassel

If you wish to add further comments on areas not covered in the questionnaire, please attach them on a separate sheet of paper.

Thank you, in advance, for your cooperation

The Editor
TFHR Magazine

Cher Lecteur,

Ceci étant la première édition de notre nouveau magazine, dans le domaine de l'Education, la Formation et la Jeunesse, nous serions très heureux si vous pouviez compléter le questionnaire ci-joint - en allemand, en anglais ou en français - afin de nous faire connaître vos remarques quant à son style et son contenu.

Envoyez votre formulaire complété avant la fin du mois d'avril à l'adresse suivante

Gesellschaft für Empirische Studien bR
Maiworm & Over
Postfach 10 24 45
D-34024 Kassel

Si vous avez des observations supplémentaires sur des aspects non couverts par le questionnaire, veuillez les ajouter sur une feuille séparée.

Je vous remercie, d'avance, pour votre collaboration.

L'Editeur
TFRH Magazine

1. Angaben zur Person

- 1.1 Geburtsjahr: 19 _____
- 1.2 Geschlecht: Weiblich Männlich
- 1.3 Bitte geben Sie Ihre Staatsangehörigkeit an:

1.4 Was ist Ihr höchster Bildungsabschluss?

- Volks-/Hauptschulabschluss, Realschulabschluss
- Fachhochschulreife, Hochschulreife
- Fachhochschulabschluss
- Universitätsabschluss
- Promotion

1.5 Bitte geben Sie Ihren derzeitigen Beschäftigungsstatus an:

- Angestellt
- Selbständig
- Student
- Auszubildender
- Arbeitslos
- Anderes, bitte angeben: _____

1.6 In welcher Art von Organisation sind Sie derzeit tätig?

- Privatwirtschaftliches Unternehmen
- Hochschule oder Forschungseinrichtung
- Bundesbehörde
- Landes- oder kommunale Behörde
- Private nicht-kommerzielle Organisation
- Internationale Organisation/Behörde im öffentlichen Bereich (d.h. keine private multinationale Firma)
- Studentische Organisation
- Anderes, bitte angeben: _____

1.7 Sind Sie derzeit an Bildungs- oder Ausbildungsprogrammen der Europäischen Union beteiligt?

- Nein
- Ja, als Student
- Ja, als Vertragspartner
- Ja, als Projektpartner
- Ja, in anderer Weise, bitte angeben: _____

2. Erfahrungen mit früheren Magazinen der TASK FORCE HUMANRESSOURCEN, ALLGEMEINE UND BERUFLICHE BILDUNG, JUGEND (TFHR)

2.1 Welches der folgenden von der TFHR herausgegebenen Magazine haben Sie im letzten Jahr gelesen? (Mehrfachnennungen möglich)

- ERASMUS Mitteilungsblatt
- FORCE Infos
- Bulletin COMETT
- EURYDICE INFO
- Flash Exchange
- Anderes, bitte angeben: _____
- Keines

2.2 Wie sind Sie zu den Magazinen gekommen? (Mehrfachnennungen möglich)

- Das/die Magazin(e) wurden nicht direkt an mich, sondern an meine Organisation/Behörde etc. geschickt
- Das/die Magazin(e) wurden mir ohne besondere Anforderung zugesandt
- Ich habe das/die Magazin(e) angefordert
- Ein Kollege oder Freund hat mir das/die Magazin(e) überlassen
- Anderes, bitte angeben: _____

3. Nutzung und Bewertung des neuen TFHR Magazines

3.1 Denken Sie nun bitte nur an das neue Magazin, wieviel Prozent des Magazines haben Sie sorgfältig gelesen und wieviel Prozent haben Sie überflogen?

_____ % sorgfältig gelesen

_____ % überflogen

3.2 Wieviel Zeit haben Sie zum Lesen des Magazines aufgebracht?

_____ Minuten

3.3 Wenn Sie an die Artikel im Magazin denken, haben Sie einen Artikel gelesen den Sie als besonders

(a) interessant, wichtig etc. bezeichnen würden?

- Nein
- Ja, und zwar: _____

(b) uninteressant, unwichtig etc. bezeichnen würden?

- Nein
- Ja, und zwar: _____

3.4 Welche der folgenden Arten von Beiträgen würden Sie in zukünftigen Magazinen gern häufiger und welche seltener sehen?

	viel häufiger		gleich	viel seltener	
	1	2	3	4	5
Zahlen und Fakten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meinungen und Kommentare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fallstudien/Reportagen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politische Stellungnahmen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ländervergleiche	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Themen aus der Industrie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Themen aus der Politik	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Themen aus dem Bildungsbereich	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meinungen von Jugendlichen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anderes, bitte angeben: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.5 Stimmen Sie den folgenden Aussagen zu? (Mehrfachnennungen möglich)

- Die Gewichtung der einzelnen Themenbereiche (allgemeine und berufliche Bildung, Jugend) ist gut
- Das Magazin ist klar und übersichtlich gestaltet
- Ich würde mehr anschauliche Beiträge begrüßen
- Es gibt zu viele analytische Beiträge
- Ich hätte lieber mehr ausführliche Artikel und weniger Nachrichten/Mitteilungen
- Der Hauptzweck sollte eher darin bestehen, aktuelle Nachrichten zu vermitteln als Analysen
- Drei Ausgaben des Magazines im Jahr sind genug
- Ich bevorzuge kurze Artikel
- Ich werde das Magazin nur dann regelmäßig lesen, wenn es in meiner Muttersprache erscheint. Bitte Sprache angeben: _____

3.6 In welchem Maße würden Sie die Lektüre des neuen TFHR Magazines für sich als nützlich bezeichnen?

	Sehr nützlich			Überhaupt nicht nützlich	
	1	2	3	4	5
Erweiterung der Kenntnisse über EU Programme im Hochschulbereich	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erweiterung der Kenntnisse über EU Programme im Bereich der beruflichen Bildung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erweiterung der Kenntnisse über EU Jugendprogramme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erwerb wichtiger Kenntnisse über die Teilnahme an EU Programmen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Besseres Verständnis der Ziele von EU Programmen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erweiterung der Kenntnisse über die EU Mitgliedsstaaten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Besseres Verständnis unterschiedlicher Standpunkte von Interessengruppen (z.B. Industrie, Bildung, Politik usw.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anderes, bitte angeben: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.7 In welcher Sprache möchten Sie das Magazin erhalten?

- Deutsch
- Englisch
- Französisch

3.8 Würden Sie einen anderen Titel für das Magazin vorschlagen?

- Nein
- Ja, mein Vorschlag ist: _____

1. Personal Background

1.1 Year of birth: 19 _____

1.2 Sex: Female Male

1.3 Please state your nationality:

1.4 What is your highest level of education?

- Completion of compulsory education
- Completion of general/academic secondary education and/or completion of higher vocational school
- Up to two years of higher education
- Completion of first higher education degree (requiring 3 or more years)
- Completion of advanced higher education degree

1.5 Please state your current professional status:

- Employee
- Self-employed
- Student
- Apprentice, trainee etc.
- Unemployed
- Other, namely: _____

1.6 In which type of organisation are you currently employed or active?

- Private company
- Higher education institution or research establishment
- National government
- Regional or local government
- Private non. profit organisation
- International, intergovernmental organisation (in public sector, i.e. excluding private multinational companies)
- Students association
- Other, namely: _____

1.7 Are you currently involved in EU Education and Training Programmes?

- No
- Yes, as a student
- Yes, as a contractant
- Yes, as a project partner
- Yes, in another way, namely: _____

2. Experiences with Former Magazines of the TASK FORCE FOR HUMAN RESOURCES, EDUCATION TRAINING AND YOUTH (TFHR)

2.1 Which, if any, of the following magazines provided by TFHR did you read in the last year? (multiple reply possible)

- ERASMUS Newsletter
- FORCE INFO
- Bulletin COMETT
- EURYDICE INFO
- Flash Exchange
- Other, namely: _____
- None

2.2 How did you come to receive the magazine(s)? (multiple reply possible)

- The magazines were not directly sent to me but to my organisation
- I received the magazine(s) directly without a special request
- I received the magazine(s) after a special request
- A colleague or friend gave me the magazine(s)
- Other, namely: _____

3. The new TFHR Magazine: Experiences, Assessment and Outcomes

3.1 Thinking now of the new magazine **only**, what percentage of the magazine did you read carefully and what percentage did you just glance at?

_____ % read carefully

_____ % glanced at

3.2 How much time did you spend reading the magazine?

_____ Minutes

3.3 Thinking about the articles in the magazine, did you read an article which you would

(a) consider particularly interesting, relevant etc.?

- No
- Yes, namely: _____

(b) consider particularly uninteresting, irrelevant etc.?

- No
- Yes, namely: _____

3.4 Which of the following types of articles do you want to see more of and which less of in future magazines?

	much more		equal	much less	
	1	2	3	4	5
Facts and figures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case histories/studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policy statements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviews/quotations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comparisons between countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industrial viewpoints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political viewpoints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational view points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, namely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.5 Do you agree with the following statements? (Multiple reply possible)

- The balance in coverage (education/training/youth) is fine
- The magazine is clearly laid out
- I would prefer more descriptive material
- There is too much analytical material
- I would prefer more substantial articles and less news
- The main purpose should be to give up-to-date news rather than analysis
- Three issues of the magazine per year is sufficient
- I would prefer more short articles
- I will only read the magazine regularly if it is in my native tongue. Please specify: _____

3.6 To what extent do you consider it was useful for you to read the new TFHR magazine?

	Very useful					Not useful at all				
	1	2	3	4	5	1	2	3	4	5
Increase in knowledge of EU programmes on higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase in knowledge of EU programmes on vocational training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase in knowledge of EU Youth programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential knowledge for participating in EU programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better understanding of the aim of EU programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase in knowledge about EU member states	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better understanding of differences in the viewpoints of various interest groups (i.e. industry, education, politics etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.7 In which language would you like to receive the magazine?

- German
- English
- French

3.8 Would you propose another title for the magazine?

- No
- Yes, my suggestion is: _____

1. Renseignements personnels

1.1 Année de naissance: 19 _____

1.2 Sexe: féminin masculin

1.3 Quelle est votre nationalité?

1.4 Quel est le niveau le plus élevé de vos études?

- cycle scolarité obligatoire complet
- cycle complet secondaire générale et/ou formation professionnelle supérieure
- maximum deux années d'enseignement supérieur/universitaire
- licence (3 ans et plus)
- maîtrise ou post-universitaire

1.5 Quelle est votre situation professionnelle?

- employé/salarié
- indépendant
- étudiant
- apprenti, stagiaire, etc...
- chômeur
- autres, précisez: _____

1.6 Dans quel type d'organisation travaillez-vous en ce moment?

- entreprise privée
- institut d'enseignement supérieur ou centre de recherche
- autorité nationale
- autorité régionale ou locale
- association privée sans but lucratif
- organisation internationale, intergouvernementale (secteur public, à l'exclusion des entreprises privées multinationales)
- association d'étudiants
- autres, précisez: _____

1.7 Participez-vous actuellement à un des programmes de la Commission européenne dans le domaine de l'éducation et de la formation?

- non
- oui, en qualité d'étudiant
- oui, en qualité de contractant
- oui, en qualité de partenaire de projet
- oui, d'une autre manière, à savoir: _____

2. Expériences avec les anciennes publications de la Task Force Ressources Humaines Education, Formation et Jeunesse (TFRH)

2.1 Quelle(s) publication(s) éditée(s) par la TFRH avez-vous éventuellement lue(s) l'année dernière? (plusieurs réponses possible)

- ERASMUS, Bulletin d'information
- FORCE INFO
- Bulletin COMETT
- EURYDICE INFO
- Flash Exchange
- autres, précisez: _____
- aucune

2.2 Comment avez-vous reçu ce(s) publication(s)? (plusieurs réponses possible)

- elles ne vous ont pas été envoyées personnellement, mais à votre organisation
- vous les avez reçues sans en avoir fait expressément la demande
- vous les avez reçues après en avoir fait la demande
- un collègue et/ou ami vous les a données
- autres, précisez: _____

3. Le nouveau TFHR Magazine: Expériences, Evaluation et Résultats

3.1 Considérons maintenant uniquement le nouveau magazine, quel est le pourcentage du magazine que vous avez lu avec attention et quel est le pourcentage que vous avez parcouru d'un coup d'oeil?

_____ % lu avec attention

_____ % parcouru d'un coup d'oeil

3.2 Combien de temps avez vous mis à lire le magazine?

_____ minutes

3.3 En pensant aux articles que vous avez lu dans le magazine, diriez-vous que vous avez lu un article

(a) particulièrement intéressant, pertinent, etc...?

- non
- oui, à savoir: _____

(b) particulièrement sans intérêt, hors de propos, etc...?

- non
- oui, à savoir: _____

3.4 Dans la liste suivante, quels types d'article aimeriez-vous voir figurer davantage ou moins dans les prochains magazines?

	beaucoup plus		égal		beaucoup moins	
	1	2	3	4	5	
Faits et données	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cas historiques/études	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exposés politiques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interviews/déclarations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comparaisons entre pays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Opinions des entreprises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Opinions des politiques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Opinions de l'éducation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Opinions des jeunes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Autres, à préciser:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3.5 Etes-vous d'accord avec les affirmations suivantes? (plusieurs réponses possible)

- la répartition des informations (éducation/formation/jeunesse) est satisfaisante
- la présentation du magazine est claire
- je préférerais plus d'informations descriptives
- il y a trop d'informations analytiques
- je préférerais davantage d'articles de fond et moins d'actualités
- l'objectif principal devrait être de donner des informations actualisées plutôt que des analyses
- trois numéros par an suffise
- je préférerais davantage de courts articles
- je ne lirai le magazine régulièrement que dans la mesure où je pourrai le lire dans ma langue maternelle, précisez, s.v.p.: _____

3.6 Dans quelle mesure pensez-vous, que la lecture du nouveau magazine de la TFHR vous a été utile?

	tres utile		pas utile du tout		
	1	2	3	4	5
Meilleure connaissance des programmes de la CE dans le domaine de l'enseignement supérieur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meilleure connaissance des programmes de la CE dans le domaine de la formation professionnelle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meilleure connaissance des programmes de la CE dans le domaine de la jeunesse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connaissances essentielles pour participer à un des programmes de l'UE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meilleure compréhension des objectifs des programmes de l'UE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meilleure connaissance des états membres de l'UE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meilleure compréhension des différences d'opinion entre des groupes d'intérêt tels que les entreprises, l'éducation la politique, etc...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autres, précisez:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.7 Dans quelle langue désirez-vous recevoir le magazine?

- Allemand
- Anglais
- Français

3.8 Avez-vous une proposition de titre différent pour le magazine?

- non
- oui, à savoir: _____

should pay particular attention to actions involving young people who leave the education system without adequate training.

The overall aim should be to provide education and training which develop throughout a person's whole life-time. The White Paper advocates that this should be the major objective of officials responsible for education and training systems. Access to life-long continuing training is the key point if education and training are to have a real and visible impact on business competitiveness. It also constitutes a major factor contributing to greater flexibility in the labour market. Access to continuing training governs the continuing development of skills in a situation marked by changes in working environments and significant changes in work organization and production systems.

The effectiveness and quality of education and training systems are therefore presented as vital in responding to the challenges of greater competitiveness in world markets, and for ensuring sustainable development, making optimum use of innovations and scientific advances, as well as developing Community cultural values and a sense of citizenship.

The White Paper stresses that we are facing a new challenge: to manage the computerized information society. Today's and, especially, tomorrow's socio-economic situation will be marked by an ability to respond to increasingly diversified needs, within a context of flexibility and uncertainty characterized by the mass of information to be handled. The 21st century will be based not so much on the exchange of goods as on the production, transmission and pooling of knowledge, access to theoretical and practical knowledge, and investment in human resources. The transformation of skills and qualifications will be a central issue.

In such a context, the main challenge is to transform growth into jobs. Here training plays a key role in two ways. In the first place, it is becoming increasingly clear that the changing content of jobs demands multiple skills, or the acquisition of core skills. In the future, autonomy and capacity for innovation, an ability to work in groups or in networks, a concern for quality, analytical and decision-making skills, as well as the capacity to learn how to learn, and to learn to pass on this knowledge, will be just as important as technological skills or general knowledge. In the second place, the development of new occupations, and new more labour-intensive technological activities (here the White Paper cites the environment and service sectors, especially health) require the necessary skills to be available in order for the new jobs to be created. On both these counts, increased training efforts must accompany job creation.

This transformation in education and training systems can only be facilitated by the creation of a European training and qualifications environment. This would be a powerful factor in accelerating change and overcoming the rigidity and inertia of current systems. It must be created as a European environment for producing skills and qualifications, in particular to foster the emergence of occupations for the 21st century.

The Community has a leading role to play in furthering the development of the European dimension in education and training. The Community's action must therefore support and complement the actions of Member States to improve the quality and innovative nature of education and training systems and actions.

The adoption by the Commission of the proposed vocational training programme, Leonardo, on 21 December and the education proposal, Socrates, on 4 January has to be seen as the first practical political application of the guidelines laid down in the White Paper. These proposals open up the way towards both enhanced and wider cooperation, to improve the quality of education and vocational training in the Community and to endow them with a greater capacity to innovate. The Commission's action, which is broadened and rationalized by the introduction of these programmes, is now equipped to play a vital role in fostering the continuum between initial training and continuing training, as well as between education and training.

Thomas O'Dwyer
Director-General: Education, Training, Youth
European Commission



Seven recommendations from industry

In the current competitive world, Europe is increasingly at a disadvantage:

- In the period 1960-1990, average annual growth in the European Union was only half that of Japan.
- During the 1980s, the EU lost 3.7% in goods export market shares, while both the USA and Japan displayed an upward trend.
- The number of industrial sectors in which Europe still has a prominent place is limited (and decreasing), in particular in the high-tech and fast-moving sectors.
- In over half of the European countries, over 30% of men in the age group 55-59 have finished employment.
- For every 100 people economically active in the EU, there are 124 non-active, compared with 98 in the USA and 89 in Japan.
- There are over 17 million unemployed in the EU, half of whom have been out of work for more than a year. This includes some 1.5 million higher education graduates.

And while Europe is suffering from recession, high growth, increased market share and low unemployment can be observed in fast-developing countries like South Korea, Singapore and Taiwan - with countries such as Mexico, Thailand and Venezuela catching up. Contrary popular assumptions, this is not simply a 'low-wage' phenomenon. Many of these developing countries are investing heavily in their human resources and industrial infrastructure. A transfer of R&D, very advanced production and high-level services have already begun. India, for instance, is now one of the biggest software developers in the world. South Korea's per capita expenditure on education and R&D already exceeds the EU average and is still on the rise. Many countries are increasingly capable of moving from low-skilled production work to mastering the complete chain of research, design, development, production and marketing. Thus, Europe's competitive advantage is shrinking systematically in two crucial areas: technological competence and highly qualified human resources.

These are some of the observations which form the context for a report, *Quality and Relevance*, published in February by the Industrial Research and Development Advisory Committee of the European Commission. IRDAC fears that Europe's inadequate exploitation of its rich potential of human resources is likely to threaten the maintenance - let alone the improvement - of the welfare levels of its citizens. IRDAC's well-known previous report, *Skills shortages in Europe* (1991), already highlighted European industry's strong conviction regarding the vital importance of education and training for European com-

petitiveness. The report argued that European R&D investments would not yield the anticipated economic benefits if they were not matched by equally substantial and relevant education and training efforts. The Quality and Relevance report takes the analysis one step further. It examines the underlying factors - notably technology, demography, market demand, and social - that are profoundly changing the market environment. After consideration of the immediate implications for industry, Quality and Relevance covers the various issues European education and training have to address urgently in order to cope with the requirements of industrial change.

Three main concerns permeate the report, and in all three education and training have a vital role:

- The sheer scale of the threat of European loss in competitiveness is largely underestimated. The education system is insufficiently aware of this, but must share responsibility in contributing to it.
- In order to remain competitive, the only valid approach for Europe lies in having a strong capacity for innovation and quality. This can only be achieved with a highly and broadly skilled workforce.
- The speed of adaptation in Europe is not fast enough. A high-quality European education and training system will be an invaluable asset, provided it is capable of adapting at the same speed and to the same extent as industry itself.

This new IRDAC report on education and training does not come, however, with a gloomy message. It argues that Europe can indeed remain within the world's premier league, but its place will have to be fought for. For maintaining high wage economies and responsiveness to social demands, highly efficient and competitive industries are required. Companies' strengths will depend increasingly on their capacity for continuous innovation and systematic quality improvement. IRDAC recognizes that education and training are one of Europe's great assets in order to achieve this. But the success of the past should be no reason for complacency. There is scope and need for considerable improvement. Education and training have a responsibility to play a full part in helping ensure the sustainability of the European economy. For decades, social demand and its internal dynamic have been the main driving forces for the development of education. In the light of the challenges of industrial change, the time has come to restore the balance and give the urgent needs of the economy higher priority - while recognizing the broader missions and responsibilities of the education system. IRDAC wants European education to build further on its multiple strengths, but at the same time to address the many apparent weaknesses.

The Maastricht Treaty, moreover, has given a solid legal platform for action at European level, with explicit reference to quality improvement in education and training. This is also an essential element of the action plan of the White Paper on growth, competitiveness and employment, which was recently adopted by the Council of the

European Union. An agenda has now to be established regarding those education and training initiatives where a common European approach is to the benefit of all European regions. This report provides no recipe for that preparation, but rather presents European industry's views of what the thrust of these approaches should be. There is no place here to list the many and varied recommendations of the report, but they can be summarized as follows:

Overall, an adequate response to industrial change can only be achieved through enhanced collaboration between

education institutions and industry. Establishment of industry-education partnerships will be vital for Europe's future.

In addition to this horizontal requirement, IRDAC identifies seven main areas for action, which should be at the heart of future education and training policy:

- Developing total competence in people.
- Preparing people and society for a lifetime of learning.
- Adopting quality concepts in education and training.
- Stimulating a learning culture in companies.

■ Making special consideration for the education and training requirements of SMEs.

■ Matching R&D investments with appropriate education and training efforts.

■ Developing a European education policy which is transparent, innovative and relevant.

Walter Schusser

Vice President Corporate Human Resources, Siemens AG
Chairman of IRDAC Working Party 17

School failure and social exclusion

The danger of the emergence of a dual society in Europe is becoming increasingly real. Currently, an estimated 15% of Europe's population is living below the poverty threshold. More importantly, the number of those excluded from prosperity continues to rise.

Of course, the mechanisms behind social exclusion are complex, with economic factors playing a major role. Even so, levels of training are another key factor. On them depend to a large extent young people's prospects of employment and social integration. In short, insufficient training normally brings with it the risk of social exclusion, in particular in today's continually difficult economic climate.

The facts here are cause for concern: more than 10% of young people aged 15 and 16, that is approximately 550,000 out of a total of 5 million, leave the school system without any diploma at all¹.

The fact is that the right to education is a cornerstone of citizens' real participation in social life. Failure to respect this right can lead to the long-term exclusion of certain categories of people, not only from professional, but also from social life. For this reason, school failure is becoming an increasingly worrying social problem.

A study recently undertaken by Eurydice on school failure examines the importance of specific measures undertaken in the European Community to combat this scourge. In general, intervention strategies tend to focus on prevention rather than on remedial action, and involve every level of teaching and everyone involved in education.

School failure and the diversity of training paths in educational system

The concept of failure is difficult to define and takes different forms from one educational system to another. Acquiring a better understanding of how learning paths are constructed within different educational systems is an important first step towards discerning certain factors which may have a bearing on the problem. The study examines three major directions of differentiation between individual systems: forms of assessment, the way pupils move up from one class to another, and streaming. In each case, the most important results of scientific research throw light on comparisons in the areas concerned.

Assessment and moving up classes: should children with difficulties repeat the year?

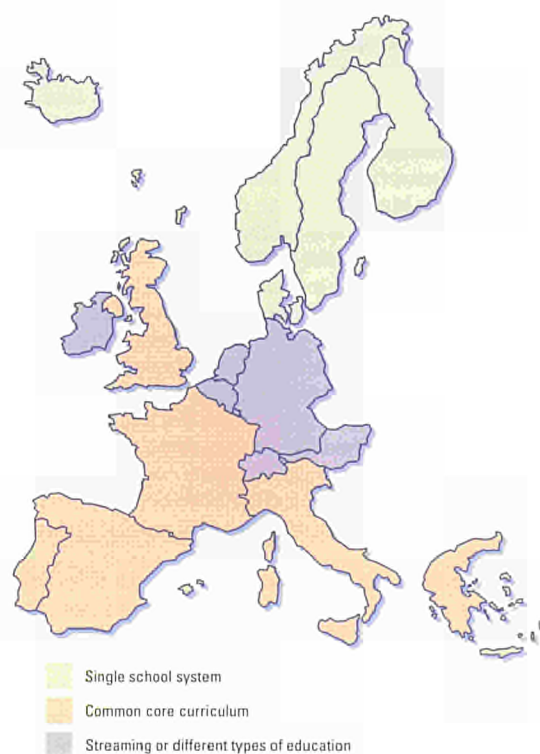
In certain countries, pupils automatically move up a class at the end of each academic year. In others, repeating the school year or a teaching cycle is used as a positive teaching procedure for pupils in difficulty. A substantial review of scientific literature confirms that, whilst automatic moving up does not resolve every problem, repeating classes is very often ineffective and certainly does not help pupils to progress. Rather it is frequently damaging to the pupil's development and in particular in the first years of schooling. More seriously, it affects pupils' confidence in their abilities.

Should full responsibility for assessment and certification be left to the teacher?

Nowadays, the delicate nature of evaluation is recognized, and the ways in which teaching staff can be victims of bias in their assessments have been clearly identified. Most teachers tend to think that they are faced with a large number of pupils of average intelligence, a small number of 'bright' ones and a small number of 'dim' pupils. In



Organization of Education at Lower Secondary level



Source: Eurydice

other words, that intelligence is distributed in a bell-shaped distribution. This may be true when assessing a large number of individuals, but nothing guarantees that this distribution will be found within a small number of children within a particular school class. Nonetheless, it has been clearly demonstrated that evaluations tend to look for this distribution among class pupils. Whatever their pupils' skills, the tendency is to distinguish between the good, the average and the weak (Posthumus' Law).

More importantly, this means that an average pupil has a greater interest in being in a class of weak pupils (where he or she will be judged to be strong) than in a class of strong pupils (where he or she will be considered weaker). The use of standardized testing and external evaluation is one way of checking any deviations of local-level evaluation. Summary, certification-type evaluation aims to situate pupils on the basis of the skills to be mastered, and not in relation to the group to which they belong. Moreover, outside evaluation offers teachers a means of assessing their pupils' skills against a much larger reference base than the microcosm of their own class group. External tests also enable them to diagnose any possible gaps in pupils' acquisition of knowledge. In this way the teacher knows in which direction to direct his or her efforts.

Streaming of pupils

Some systems have opted for a common educational grounding for all children, whatever their aptitudes and abilities, deferring streaming until the age of 15-16. Other systems require pupils to be streamed as early as 10 or 12. In certain cases, entry into a 'better' stream depends on examination success.

Many people are convinced that putting everyone through the same study pattern hampers any formation of elites. Once again, research indicates that selective educational systems do not engender a higher level of intellectual elites. Indeed, studies show that the constitution of heterogeneous groups in no way impairs stronger learners. On the other hand, it favours the development of weaker pupils. In summary, the price for creating elites is not necessarily that of greater selectivity, relegating less gifted pupils to less prestigious streams or pushing them out of the educational system altogether.

Schools cannot, of course, hope to achieve alone the total eradication of the problem of social exclusion, but they can make it their mission to enable a maximum of young people to participate actively in economic and cultural life. It is therefore important that schools work to ensure individual educational and social success, and use the most efficient and equitable means of achieving this goal.

¹ Gordon J. *Comparative study of qualifications at the end of schooling and professional training*, Paris, Institut Européen d'Éducation et de Politique Sociale.

Widening cooperation

Education, training, youth and the European Economic Area

When the new European education, training and youth programmes become operational, they are likely to apply to 17 countries. This is because the European Economic Area Agreement sets 1 January 1995 as the date when all such programmes "then in force or adopted" will be open to the five EFTA countries that have signed up to the EEA: Austria, Norway, Sweden, Finland and Iceland.

The EEA Agreement itself came into force on 1 January this year, creating the largest and most integrated economic zone in the world (of the two remaining EFTA countries, Switzerland decided not to ratify the agreement following a referendum and Lichtenstein, with its close ties to Switzerland, remains for the time being as an observer).

This 17-nation partnership is not only concerned with the free movement of people, goods, capital and services and related single European market issues.

Cooperation in the 'flanking' policies will take the form of participation by the five EEA-EFTA countries in the EU programmes, projects or actions in areas such as research and technological development, the environment, social policy, information services, education, training and youth, consumer protection, SMEs, tourism, the audiovisual sector and civil protection.

Therefore, the programmes and activities implemented by the Commission's Task Force for education, training and youth are, partially in 1994 and fully as of 1 January 1995, open to participants from the five EEA countries.

Though the EFTA countries have in the past had significant participation in some programmes through bilateral agreements, the provisions in the EEA Agreement now grant them the same rights and obligations, including representation in the different programme committees, as the EU Member States.

Since 1 January, Comett, Erasmus and Youth for Europe have already been open to the EEA-EFTA countries under these new conditions.

EU-EFTA cooperation in Comett and Erasmus, already well established through bilateral agreements, now enters a new phase that will further increase the mutual benefits achieved in the past. Within the framework of these bilateral agreements and following the signing of the EEA Agreement, representatives of the EEA-EFTA States have been invited to attend meetings of the Comett Committee and the Erasmus Advisory Committee in the past months.

In the case of Youth for Europe, where such bilateral agreements did not exist, a special meeting of the Advisory Committee with the participation of the EEA representatives was convened in July last year to prepare the integration of the new partners in the programme.

Similar arrangements were also made to prepare the integration in the Arion programme and Eurydice network, which have also been open to EEA participation since 1 January 1994.

Finally, this year will see the participation of the relevant institutions and organizations of the EEA countries in Cedefop activities.

During this first year of application of the EEA Agreement, the mechanisms to exchange information and to hold consultation between the EU and the EEA countries



will be road-tested to sort out any problems that might arise. The extensive preparatory work carried out in the past months gives good reasons to expect a smooth running-in period.

Furthermore, the development of this cooperation will benefit from the experience of EEA experts who, as part of the contribution of the EEA countries to the budget of the programmes, will be seconded to the Task Force.

Scheduled to start on 1 January 1995, the three programmes recently presented by the Commission - Socrates in the field of education, Leonardo in vocational training and Youth for Europe III - will lay the foundations for the creation of a European area for education and training linking the 17 EEA countries.

As the provisions of the EEA Agreement are implemented, the links already in these fields existing between the EU and EFTA countries will be strengthened, complementing their economic interdependence.

Furthermore, the political relevance of cooperation in education, training and youth largely transcends the geographical area covered by the EEA. The experience and critical mass gained inside the EEA will be of great use for the countries of Central and Eastern Europe facing the formidable tasks of restructuring.

Negotiations are currently under way to bring Austria, Norway, Sweden and Finland into the European Union, also from 1 January 1995 if the talks are successfully completed in time. Because of its elections in June, the European Parliament has set 10 March as the latest date for its members to examine the enlargement to 16 Member States in time for referendums to be held in these four countries later this year.

The new programmes will lay the foundations for the creation of a European area for education and training linking 17 countries, from the Atlantic and the Mediterranean to the Alps and the Arctic Circle.

New university courses



International Humanitarian Aid

Conflicts, natural disasters and a new response from European universities

Emergency relief work is a combination of different skills. Getting the medical teams in and the supply convoys through requires cooperation in areas as diverse as international law, engineering and epidemiology.

The range of aid workers is correspondingly wide, from individual volunteers to armies and non-governmental organizations to international civil servants. The demand for them is growing. At the same time, an increasingly professional approach is needed in this multidisciplinary field.

Now, universities in five EU countries are creating specialized inter-university postgraduate programmes for training international humanitarian aid administrators. This is the first initiative of its kind in the world.

The idea comes from the European Commission and its aid agency, the European Community Humanitarian Office (ECHO). Commissioners Manuel Marin, responsible for development cooperation, and Antonio Ruberti, responsible for education policy, recognized the need for this approach after observing the dramatic expansion in ECHO's activities since its establishment in April 1992. At the same time, Community humanitarian policy has

gained in impetus by also being transposed into the field of education; creating a diploma devoted to humanitarian aid has emerged as a means of responding to the need in humanitarian circles for increased professionalism, and to a need to raise awareness of the Community's response capacity in the face of the increasing number of emergency situations throughout the world, within the spirit of the European Union's joint external security policy.

Interest in humanitarian issues is growing in civic society and arousing a strong urge to participate, particularly amongst young people. Thus the need for specific training on humanitarian matters has become increasingly apparent within university circles.

Moreover, many humanitarian practitioners will be interested in a more global approach to the issue and will be able to complement their practical experience with targeted theoretical knowledge outside their own particular specialist fields. Potential employers include both humanitarian aid administrators, anxious to improve the quality of managers and to recruit specialized staff on a wider scale, as well as ministerial departments responsible for humanitarian aid in all the Member States of the European Union.

The design and content of this particular diploma were jointly developed by the staff of ECHO and the Task Force for education, training and youth. The first meeting to establish this diploma took place at the end of last December and brought together representatives from five universities chosen for their excellence and their European outlook.

Rather than remaining restricted to international law, the original focus of the proposed teaching programme, it was decided to take a multi-disciplinary approach and to encompass all the major aspects of humanitarian aid. The five chosen fields are: law, economics/logistics, anthropology/psychology/sociology, medicine/epidemiology and geo-politics.

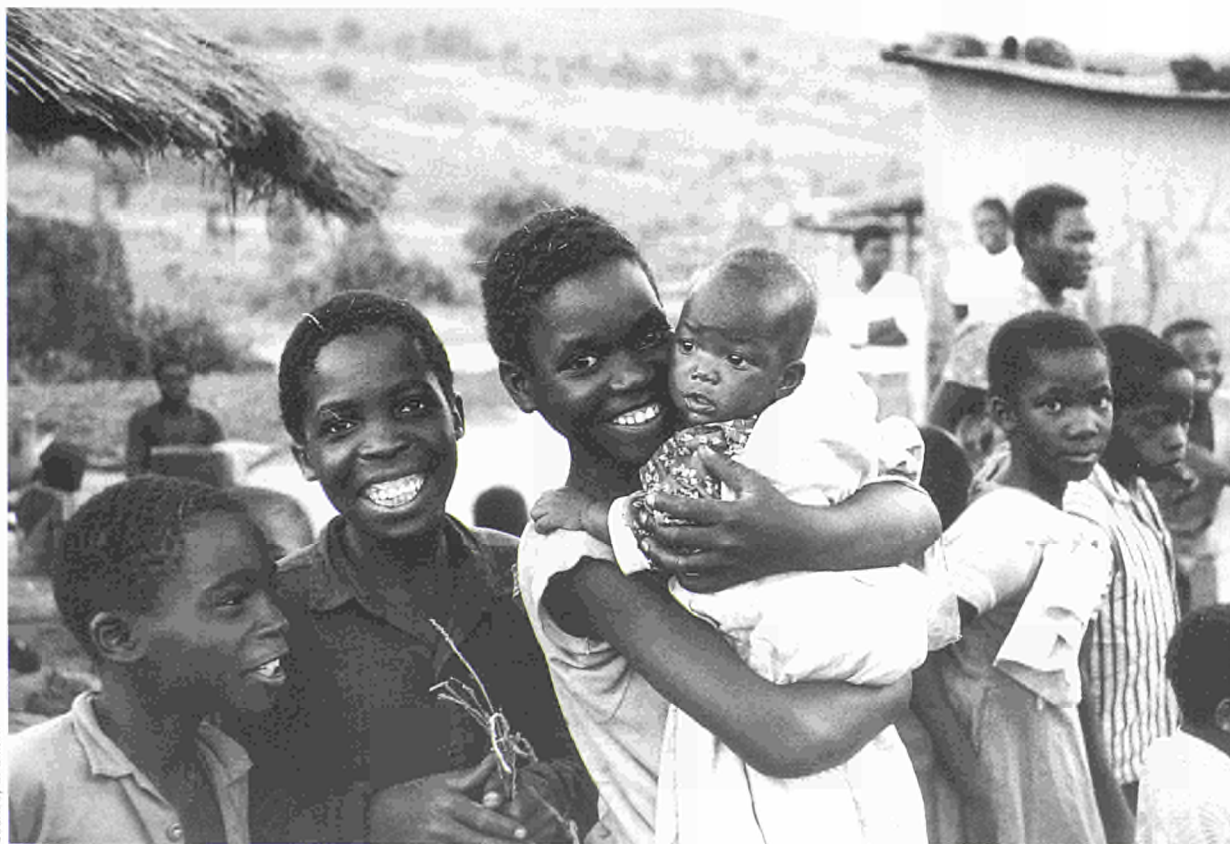
Accordingly a network was set up comprising the universities of: Aix/Marseille III (F), Deusto (E), Oxford (GB), Bochum (D) and Louvain-la-Neuve (B). These universities, which already specialize in certain specific subjects relating to humanitarian aid, agreed to introduce a post-graduate diploma in this subject starting on 1 September 1994. This diploma will comprise a curriculum common to all five universities and specialized subjects specific to each. The project is divided into two successive phases:

■ During this year, the universities will prepare a training module for each of the five disciplines which will then be translated into four European languages (English, French, German and Spanish) and constitute the common curriculum.

The Community is providing financial support and will also take charge of translating the five training modules, which will then be distributed more extensively.

■ An application has been made in the framework of the Erasmus programme for funding to allow for the mobility of students enrolled in the network of universities to be organized as from 1994/95.

This initiative to create a European-level university diploma from scratch is highly innovative. It is also a challenge to have the teaching of this truly European diploma - on five Community university campuses - up and running as from September 1994, less than one year after exploratory discussions to establish links between the humanitarian and educational fields.



Courtesy of Oxfam

ECHO

The European Union is the world's largest humanitarian aid donor, giving more than Ecu 600 million last year to help victims of conflicts or natural disasters in 49 countries.

Coordination is carried out by the European Community Humanitarian Office, ECHO, which set up its first operation on the ground in Zagreb (Croatia) shortly after being created in 1992. The European Union provides 70 % of all international aid to ex-Yugoslavia. Ecu 400 million was allocated to this region by the Commission in 1993, distributed largely through UN agencies, the Red Cross and 40 non-governmental organizations.

In Africa, ECHO channelled over Ecu 100 million last year to such countries as Angola, Liberia, Sudan and the Burundi region. The European Union continues to be the main donor of aid to the Kurdish population of northern Iraq. And the growing tensions in the former Soviet Union have led to the extension of ECHO actions including emergency food aid, shelter and heating fuel for more than 3 million refugees, notably in the Caucasus and Central Asia.

The overriding concern is to give a rapid and caring response solely on humanitarian grounds. ECHO is therefore simplifying its procedures to work as efficiently and effectively as possible with international relief agencies and non-governmental organizations, more than 80 of which have now signed partnership contracts with the Commission.



Photograph: Daniel Geeraerts

Launched in 1990 with a five-year budget of Ecu 7.5 million, the Eurotecnet programme is promoting innovation in vocational training to take account of ongoing technological change and its impact on qualifications and employment. In 1993, the programme underwent renewal: out of the 284 projects then existing, 90 new projects joined the network and 83 were withdrawn. Transnational partnerships were given priority and there was fresh emphasis on the involvement of enterprises, as well as representatives of management, labour and other professional sectors.

EURTECNET

Eurotecnet

Transnational activities in 1994

In 1994, Eurotecnet is broadly concerned with the analysis of training needs and the dissemination of innovative methodologies for the relevant public in the EU, mainly through:

- a transnational conference "Promoting innovation in vocational training", held at the initiative of the Flemish and French Communities of Belgium with the support of the Task Force Education, Training, Youth (Brussels, 31 January and 1 February 1994). Here, the project leaders of the 90 new projects and a significant number of the others presented their products at a 'bourse' open to the public;
- four transnational conferences

focusing on the four Eurotecnet priorities:

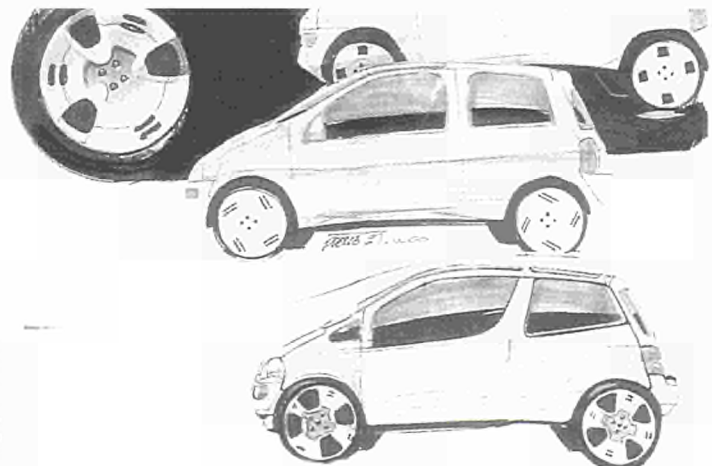
1. Innovative training needs analysis, with a special emphasis on core/key competencies;
 2. Transfer of innovative methodologies for planning and management of training;
 3. Training providers as innovative service centres for enterprises;
 4. Innovative pedagogical approaches and methodologies.
- These conferences are taking place in the first half of 1994 in Ireland, Greece, Italy and the UK in close collaboration with the National Animation and Dissemination Units (NADUs).
- Two conferences related to the Euroform reinforcement of Eurotecnet, with the participa-

tion of projects involved in ASTER (instrument for the monitoring of changes in occupational profiles) and CERT (common principles for the assessment of the cognitive results of training).

Parallel to these events, the scientific publications plan includes studies on: training of trainers; core competencies; developments in training and learning within the enterprise; and the dissemination of the monograph *The Learning Organization* within all the Member States of the EU.

A general report on the strategic conferences which took place in the Member States will be produced by the Task Force in collaboration with the technical assistance office. The NADUs will organize national meetings and animate and monitor individual projects, the results of which will be presented at a final Eurotecnet conference planned in Berlin under the German presidency of the EU. This meeting will also discuss the acquired experience of Eurotecnet and the added value gained through transnational exchanges of expertise, thereby preparing for the transition to the Leonardo programme.

The Eurotecnet *Projects Compendium 1993/94* is now available in French or English on request from the Eurotecnet Technical Assistance Office.



Photograph: Renault UK



Cedefop

Cedefop, the European Centre for the Development of Vocational Training, is moving to Thessaloniki following a decision by EU government leaders in October on the siting of various specialized European agencies. The Commission proposes that the transfer be carried out in a single move when the new premises are available.

Cedefop is a first-generation decentralized body of the European Union. Its head office was established in Berlin in 1975, and its task is to support the Commission in promoting the development of vocational training and continuing training at European level. Within the policy framework laid down by the Community and through its activities in science and technology, Cedefop contributes to the implementation of a common vocational training policy and fosters, in particular, the exchange of information and experience.

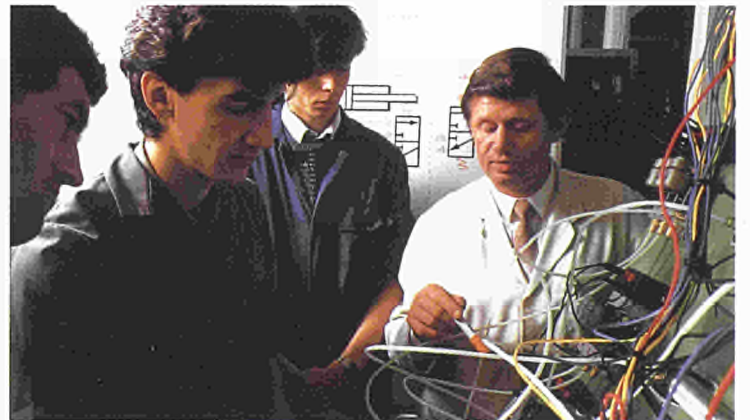
As set out in its 1994 work programme, Cedefop will support the Commission's preparations for the launch in January 1995 of Leonardo, the Community action programme for the implementation of vocational training policy.

Cedefop will also help implement studies on trends in professions and vocational qualifications in the Community, to

ensure wider knowledge and a better flow of information on job trends. One of the tasks will also be to diagnose the need for a warning system on ongoing transformations in job content and their consequences for training, as well as to facilitate the transfer of methods and know-how between the Member States and the different actors in regard to forecasting.

In close partnership with the Eurydice network, which deals with education issues, Cedefop is also establishing a database on vocational training systems in the Member States to facilitate mobility of workers in the domain of vocational training. The information dossiers on vocational training have been widely disseminated. Cedefop also publishes a quarterly review of vocational training.

Under the EEA agreement, EFTA countries will participate in a number of projects within the annual programme.



European Database on Higher Education

The European Database on Higher Education (EDBHE) has been launched following the award of a contract in the form of co-financing to the consortium formed by the University of Florence, Biblioteca di Documentazione Pedagogica, Olivetti and Giunti Publishers for the final implementation of the project.

Work is already well under way and a substantial part of the system will be operational before the end of this year.

The consortium is collaborating closely with the national nodes of the Eurydice network, the Onisep in France and other important public and private bodies of the Community.

Information on the Community higher education establishments, their syllabuses, diplomas, certificates, entry requirements and much more will soon be readily available to all who need it.

Information on education systems and ongoing reforms and innovation in education has a crucial role to play in the development of European cooperation in education. Considerable diversities are revealed in the education systems and policies (see table on the stages of education in the Member States), as well as interesting points of similarity.

Eurydice, the European Union education information network in operation since 1980, has been making preparations for the developments provided for in the Treaty of Maastricht and today constitutes a reference centre of comparative information on developments in the education systems in Europe. Data are collected in both databases and publications, and are now produced in a dynamic, schematic format

which enables points of divergence and convergence, common problems and evolving solutions to be identified at a glance (see table on duration of teacher training).

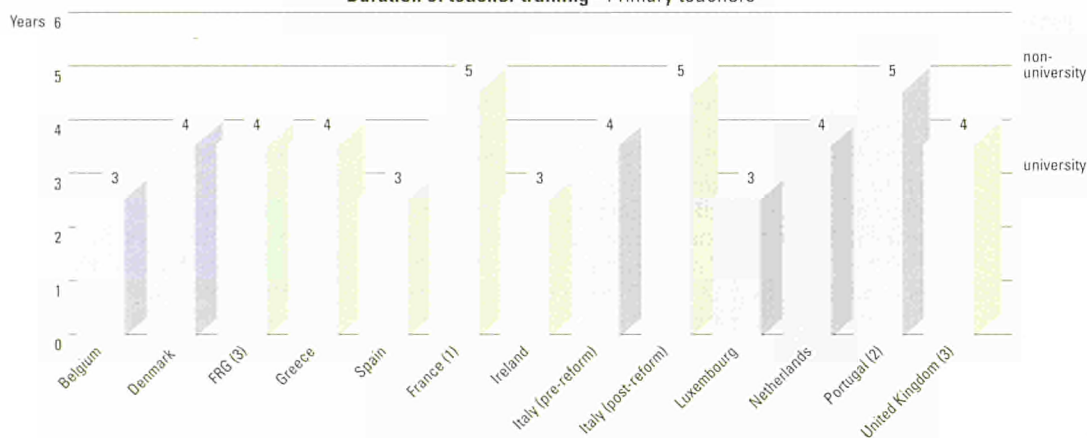
As an information network, Eurydice works mainly through national units established by the education ministries in the Member States. The recent implementation of the EEA Agreement with the relevant EFTA countries has resulted in an extension of the network to five additional units as from January 1994 (Austria, Finland, Iceland, Norway, Sweden). This presents a real challenge, but it should make it possible both to increase the impact and to enrich the content of the information. Greater breadth and depth will be a valuable asset, particularly with a view to more widespread dissemination and

exchanges with the countries of Central and Eastern Europe.

Raising the quality of education in Europe will depend on, amongst other things, the sharing of experience by Member States and increased mutual understanding. Exchanges of information are recognised as an indispensable support, and it is now the task of Eurydice – of all its units and also, more especially, of all the channels of communication in the Member States – to derive full benefit from the new move begun in recent years to enhance the quality of comparative information on the education systems, and to make this available to all those involved in education in Europe.

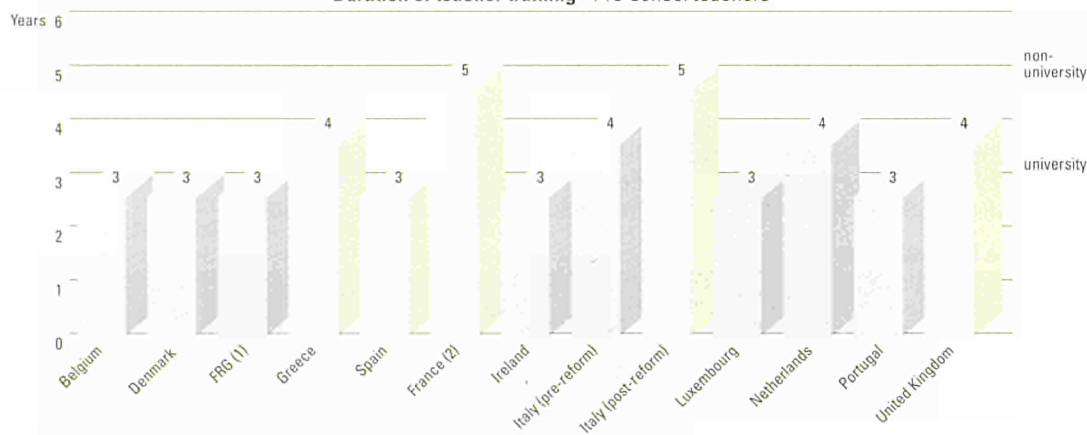


Duration of teacher training - Primary teachers



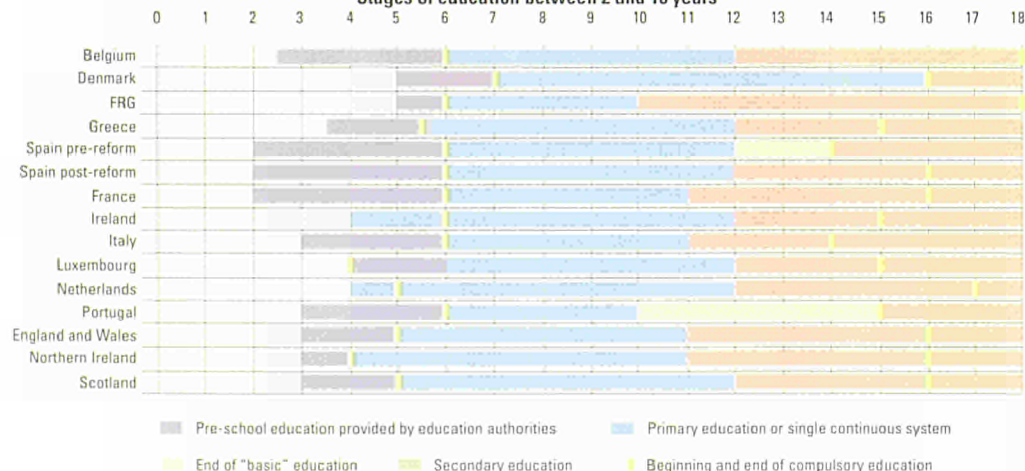
(1) 3 years at university and 2 years at university-based teacher training college (Institut Universitaire de Formation des Maîtres).
 (2) 3 years for the first cycle, 4 or 5 years for the second cycle. (3) 3 or 4 years study.

Duration of teacher training - Pre-school teachers



(1) Training as "Erzieher" (educator) is at upper secondary education level.
 (2) 3 years at university and 2 years at university-based teacher training college (Institut Universitaire de Formation des Maîtres).

Stages of education between 2 and 18 years



Source: Eurydice

The third Force call for projects has brought another 1,500 partners into what is now one of the largest active continuing training networks in the world. Among the major European companies which have entered Force this year are Eurotunnel, Fabrimetal of Belgium, National Bank of Greece, Mitsubishi, Mines de Potasse d'Alsace, Superquinn from Ireland and Confagri of Portugal.

Some 5,000 companies, social partner organizations, trade unions and training organizations have now been given grants since 1991 to work in the 720 transnational projects. No fewer than 2,700 of these are European companies, 70% of which are small firms.

New contracts have been offered to 298 projects, with a Commission co-investment of Ecu 17.2 million.

From its launch Force's brief was to work directly with companies and trade unions, and to help them to target their work on the skills and training needs of the future. And to do it in the context of the realities of a European marketplace. The extent and the quality of their response confirms that:

- Companies and unions now see the practical sense of using a European programme to analyse and predict the future skill and qualification needs of their workers.

- It is possible to focus a European programme substantially on the needs of SMEs – in the first call for projects in 1991, SMEs represented 50% of the companies involved whereas the percentage of SMEs and groups of SMEs

amongst the company partners in 1993 has risen to 80%.

- It is very striking the extent to which the work in traditional sectors has been matched by fascinating projects in emerging occupations, and in social and management skills linked to new forms of work organization.

Market-testing Force

The European Commission wants to know what effect Force is actually having on what is done in the Member States and in companies, trade unions and training organizations.

So each Member State is being asked to organize an "Impact Day" during 1994. The idea is that Force projects and some of those who are partners in projects led from other countries will explain what they have achieved and produced, and independent experts from companies, unions, government and national agencies will question and discuss what the real impact has been. They will also be asked to suggest how experience and products could be made more available and more useful.

Companies lead on continuing training event

European company training specialists will be making their way to Italy for Force's continuing training conference scheduled for 23 and 24 June 1994 in Rome. They will ensure that Force's single international conference is concentrated on industrial training needs. The themes have been selected by company human resource directors, and include the training approaches which have proved to be the most effective in the different countries and



cultures of Europe, the training needs of small companies, and how to transfer and adapt innovative training.

This will be the first big opportunity for delegates from all countries and sectors, and from trade unions and training organizations as well as employers, to see many of the top multi-media and computer-based programmes and other training products developed by Force projects.

The event will be organized by the Task Force for Human Resources and the Force Technical Assistance Office in collaboration with Cofindustria, the Italian employers' organization.

Publications

As Force moves into its final year, two new practical publications are in preparation for the summer.

The third *Project Compendium*, which lists the 298 projects accepted in 1993/1994, will provide a page of information per project, lists of products, and a range of sectoral and other information.

The *Force Product Catalogue*, itemizing and describing the training products available and currently under production by the 400 1991 and 1992 projects, will serve as a practical guide for trainers. It will give them information and access to a huge range of courses, manuals, video, computer-based and multi-media products.

Both will be available in English, French and German.

The 1993 call broke new ground by requiring prospective project promoters to focus their applications on two separate strands:

Strand 1, in which promoters were asked to design continuing training projects in response to industrial change has become one of the dominant themes of Commission work.

This attracted no less than 592 applications involving some 4,000 partners of which 2,100 were companies, SMEs or groups of SMEs. From these, 165 projects were approved.

The number of projects financed from each Member State was: Belgium: 12; Germany: 19; Denmark: 8; Spain: 16; France: 21; Greece: 13; Italy: 21; Ireland: 14; Luxembourg: 2; Netherlands: 9; Portugal: 8; United Kingdom: 22.

Strand 2, which focused on three sectors – food and drink, automobile sales and repair, and the retail industry and on contractual policy. Prospective promoters were asked to relate their proposals in some way to the results or conclusions of studies which have been carried out on each of these themes.

Strand 2 attracted 287 applications, involving 1,891 partners, of which 875 were European companies or groups of companies and 400 were social partners. From these, 133 projects were approved: food and drink sector (43); automobile sales and repair sector (27); retail sector (29); contractual policy (34).

The projects were allocated to promoters in the Member States as follows: Belgium: 11; Germany: 12; Denmark: 6; Spain: 19; France: 16; Greece: 11; Italy: 14; Ireland: 6; Luxembourg: 3; Netherlands: 10; Portugal: 11; United Kingdom: 14.

Youth for Europe

Youth for Europe is a Community action programme designed to promote the exchange and mobility of young people in the European Union and in the EFTA-EEA countries. Such exchanges are undertaken by groups of young people aged 15-25 years and involve activities outside mainstream education and vocational training.

In addition to this programme, the European Commission also provides support for a range of Priority Actions in the Youth Field, in the European Union, which are based on the Council of Ministers' Resolution of 26 June 1991. The European Parliament created and in subsequent years renewed a budget line which has enabled these actions to be financed in 1992, 1993 and again in 1994.

Improving information within Youth for Europe

Representatives of the Youth for Europe National Agencies came together in Rome last autumn to discuss the development of new strategies and methods, at national and at transnational level, to enhance information and communication provisions within the framework of the Youth for Europe programme, and with particular regard to the forthcoming enlargement of the programme to include the EFTA-EEA countries.

Attention was drawn to the steady increase in information requests, which tend to fall into two main groups. The first is information requests from the programme's target public (youth workers or persons in positions of responsibility in youth groups or organizations, and young individuals or informal groups of young people). These requests not only concern the Youth for Europe programme but also other Community programmes, information about youth structures, study or job opportunities in other Member States and rele-

vant legislation. The second group concerns information requests from partners involved in the implementation of the programme (other national agencies and partners at Member State level). In the main, inter-agency communication seems to be working well, though certain technical and practical aspects need to be re-examined in the light of the enlargement of the programme to include the EFTA-EEA countries, and the subsequent unavoidable increase in information transfer. Two areas of information transfer between agencies, which are directly linked to the implementation of the programme, require particular attention, namely partner-finding and statistical data for evaluation purposes. Emphasis was placed on the need to improve and intensify the dissemination of information within Member States, and the role of the national agencies in supporting information networks and linking with existing information centres.

The need for a coherent general information plan was under-

lined, and national agencies requested that some serious thought be devoted to this. In order to cope better with the increased demand for information in the Member States, the agencies proposed that coordinated actions be launched, at national and at European level, between partners involved in youth mobility and those working in the youth information sector. Points requiring more detailed examination include information sources, the production of information materials and the dissemination of information through a network of partners. At national level, the idea of partnerships between agencies and recognised authorities on youth information was put forward. In this context, national agencies would act as couriers between the Commission and a national network. A working group has been set up to follow any developments in the field of information transfer and communication, and to examine ways of facilitating and improving information transfer between agencies.



Youth exchange as an instrument for overcoming racism and xenophobia

Throughout the duration of the Youth for Europe programme, there has been much debate and discussion on the way in which youth exchanges can be used as a positive means of overcoming racist and xenophobic attitudes and behaviour. Youth for Europe has always been about intercultural learning, by promoting contact between groups from different countries and allowing young people to experience and understand other people and other cultures.

However, the specific experiences of a number of youth exchange groups, from various Member States, have served to highlight a growing concern about racism and xenophobia, and these have been drawn to the attention of the European Commission. At the initiative of the Commission, the Youth Exchange Centre, as national agency for the Youth for Europe programme in the United Kingdom, will be hosting a European seminar to discuss the issues involved and to develop future strategies. Participants will include representatives of the national agencies, youth exchange practitioners and experts in anti-racist work from each Member State, and representatives of the EC Youth Forum, the Council of Europe and its Minority Youth Committees.

The seminar will take place in Bradford, from 25 April to 1 May 1994. For more information, contact Hilary Jarman at the Youth Exchange Centre, British Council, 10 Spring Gardens, London SW1 2BN, UK. Tel +(44) 71 389 4030. Fax +(44) 71 389 4033.

Study visits for Belarussian and Ukrainian decision-makers and operators

Further to the Potsdam "Working Conference on East-West youth exchanges" in March 1993, during which the need for a more coherent framework for cooperation in the youth field with Central and Eastern European countries became apparent, and in view of the proposed inclusion of exchanges with third countries in Youth for Europe III, two study visits for political decision-makers and operators in the youth field in the Central and Eastern European countries have been organized, at the initiative of the Commission. The general aim of these study visits will be for the participants, who are involved in political decision-making, youth worker training and youth work in general in their respective countries, to become acquainted with the youth structures and the situation facing young people in the European Union.

The first study visit was due to take place on 1-10 March, involving 12 participants from the Ukraine in a visit to Spain (greater Madrid area and Andalu-

cia) sent by the Ukrainian Ministry of Youth and Sports Affairs and hosted by the Spanish National Agency for the Youth for Europe programme. On 14-25 March 1994, 11 participants from Belarus are taking part in a study visit to Belgium and France, hosted by JINT vzw, the Youth for Europe national agency for the Flemish-speaking community of Belgium and the Institut National de la Jeunesse et de l'Education Populaire (INJEP), the French national agency for the Youth for Europe programme. The Belarussian partner organization is the Supreme Soviet of the Republic of Belarus.

Both study visits will provide an opportunity to forge new links between the countries involved and to share experiences and traditions in the youth field, with a view to developing youth mobility activities and improving East-West cooperation in the youth field on a long-term basis.

Evaluation meeting on exchanges with third countries

The first two years of implementation of the Priority Actions in the Youth Field saw some 403 applications for funding within the framework of the exchanges with third countries (with Central and Eastern European countries not covered by the Tempus scheme, with Latin American countries and with Mediterranean countries). Of these, the Commission gave financial support to 224 projects, which included conferences, seminars, preparatory study visits, training courses and youth exchanges.

To draw maximum benefit from these experiences, the Commission has held an evaluation meeting, bringing together organizing bodies whose projects illustrate the variety of activities supported in this context. The evaluation meeting was held over three days, with a meeting on exchanges with Central and Eastern European countries on 2 March, a meeting on exchanges with Latin American countries on 3 March and a meeting on exchanges with Mediterranean countries on 4 March.

The evaluation meeting covered a large range of important topics, including: the situation of young people and youth structures in the eligible countries; the degree of youth participation in the eligible countries; obstacles encountered in the preparation and implementation of exchange activities to date; the importance of youth exchange and mobility programmes as an integral part of local youth work provision. Proposals for the development of more systematic and permanent youth cooperation activities, involving multipliers from the European Union and the eligible third countries, were also discussed.

Petra

The Petra programme is aimed at helping the Member States to ensure that all young people who so wish receive one or, if possible, two or more years of vocational training upon completion of their compulsory education. It aims at raising the standard and quality of initial training and improving the preparation of young people for adult and working life and continuing training.

Its objectives also include the development of the diversity of training programmes so as to make them suitable for all young people and ensure that they lead to recognized qualifications. Finally, Petra helps Member States to enhance the capacity of their systems to adapt to economic, social and technological changes.

Petra: the impact so far

The interim report on the second phase of the Petra programme has just been published. The first part of the document is the actual report from the Commission, which draws on information provided by the Member States and describes how the programme has been implemented. It includes all the relevant facts and figures, considers what impact the programme has made and how far it has got in achieving its ambitious policy objectives and concludes with some thoughts about the future not only on Petra but on priorities for the European Union in the area of initial training. It also describes a number of interesting examples of current initiatives and developments in initial vocational training throughout the European Union. The second part of the report contains results from the first external evaluation of the programme, and provides valuable insights on the effectiveness of Petra.

Increase in demand and supply

Since transnational training and work experience placements for young people were first introduced in 1992, Petra, through its National Coordination Units, has received many more applications than can be financed. As a response, the Council and the Parliament have decided to increase the programme's budget for 1994 to Ecu 40 million, half of which will be devoted to transnational placements. This means that funding will be available this year for 15,000 placements, which represents a 25% increase over 1993 and will bring the total number of placements financed to about 35,000.

Thus, in 1994, many more young people will have the opportunity to upgrade their training through contact with new methods, new content and different tools and equipment, or to become aware of the working



Photograph: Paul Bolsius

world in Europe by experiencing a different work environment. In addition, they will have the chance to practice their language skills and learn about another culture.

The development of placement activities has been greatly assisted by measures taken by Member States. In the Netherlands, the Sesam programme has been established as a parallel programme to ensure that more Dutch young people have the opportunity of training in another Member State. Italy has established new regulations on work experience placements which also apply to young people from other Member States, especially those young people who are involved in Community programmes, and in Denmark recent legislation enables young Danes who are participating in apprenticeship courses to complete a part, or all, of their practical training abroad.

Petra opens up to the disadvantaged

Experience from the programme has shown that there are a number of obstacles in the way of young people, and particularly disadvantaged young people, who might want to take part in a Petra placement. However, more help will be at hand in 1994 as all Member States are committed to tackling this problem. They have agreed to the Commission's proposal that they provide special

support for the young disadvantaged; 20% of the total available funds have been earmarked for this specific purpose. In most Member States the following five target groups will benefit from these new conditions:

- young people with no, or a low level of, qualification;
- young unemployed people and job seekers;
- young people from areas in economic, industrial or social decline;
- young people affected by problems of social integration;
- mentally and physically disabled young people.

An effort has also been made to demolish another barrier to effective participation in placements – language difficulties. A joint project between the Petra and Lingua programmes has resulted in the production of a pack for the cultural and linguistic preparation of young participants. The pack will be important in boosting the self-confidence of disadvantaged young people and in overcoming some of the fears they might have about their ability to cope with living and working in another country. It has initially been produced in English and plans are now being made to translate it into other Community languages.

Since the beginning of the programme, Petra has also provided financial support for Youth Initiative Projects (YIPs), i.e. projects managed or controlled by



Photographs: Stephan Geiger/Petra

from all Member States to look at the problem of the marginalization of young people in their transition from education to training and adult life, which is one of the key issues of the Petra programme. These policy-makers agreed that there was no single approach which would produce the desired results but that what was needed was a strategy of 1,000 steps of cooperative action. They confirmed

the young people themselves, and this has proved to be particularly attractive to disadvantaged groups. A survey in 1990 showed that 44% of the YIP participants came from a disadvantaged social, educational or economic background. A recent analysis of the projects financed in 1993 clearly demonstrates that this trend is continuing. A total of 92 of the 174 YIPs (53%) involve disadvantaged young people in actively seeking solutions to the problems which they encounter in making a smooth transition to adult and working life. Not surprisingly, almost half of these projects had the aim of employment creation or improving job search skills. The rest provided alternative forms of training and information for disadvantaged groups including ethnic minorities, under-achievers in education, the mentally and physically disabled, the homeless and former 'substance abusers'. The latest directory of all the Petra Youth Initiative Projects financed by the Commission in 1993 is now available.

1,000 small but important steps forward

What can be done to combat the fact that 25-30% of young people, throughout the European Union, leave the education/training system without meaningful vocational qualifications and are therefore ill prepared for working life? A recent conference organized by the Danish Ministry of Education in cooperation with the European Commission brought together policy-makers

that it was not ideas but their practical application which was lacking and stressed that relevant experiences in Member States have not yet been sufficiently exploited transnationally and thus, there should be clearer and more systematic strategies aimed at the dissemination of successful innovative practices within the European Union.

One of a number of proposals to emerge from the conference was the creation of 'innovation districts' which would bring together the schools, training establishments, firms, guidance services and other actors at local or regional level, to develop a coherent and coordinated strategy to reduce school failure and to ensure that more disadvantaged young people gain a vocational qualification. Also, by networking these districts a more effective and speedy dissemination of innovative methods and successful small steps could be achieved.

This debate and discussion will continue and the new European education, training and youth programmes will form the backdrop against which any new strategies will be implemented.

Alternative guides to Europe

If you want to go abroad to chase the sun, find the best snow conditions, visit famous galleries or museums, or simply sample a different cuisine, then you have no problem getting the information you need. There are travel articles in most newspapers, good booksellers stock a range of guides and your travel agent will pile you high with leaflets and



Above: In many Petra projects girls and young women get the chance to learn non-traditional trades.

Left: Placement abroad gives trainee chefs a chance to try their hand at different cuisines.

brochures explaining how much you can do for the lowest possible price. But what if your intention is a little more serious than leisure and recreation? What if you want to study, train or even work for a short time abroad in order to improve your career prospects? Normally, it would be very difficult to obtain the information you need to make your choice, but now things are changing.

Most of the Member States of the European Union have already established national guidance resource centres. These centres have come together to form a European network which means that they are constantly in contact with each other and continuously exchanging information about opportunities to train, or study, or take part in work experience. So these centres can respond to any enquiry on these topics because if they don't know the answer themselves, they can always find out from their partner centres in the other countries.

In addition, a *European Handbook for Guidance Counsellors* will shortly be published to assist careers guidance counsellors in advising young people who are interested in studying or training in another Member State. Further details will be available in the next issue of this magazine.

Petra at a glance

The Petra programme supports :

- transnational training and work experience placements for young people;
- the European Network of Training Partnerships promoting transnational cooperation between projects to develop new training products;
- Youth Initiative Projects;
- a range of centres and projects promoting the European aspect of vocational guidance provision.



Tempus

Tempus, which has just entered its second phase, is the trans-European cooperation programme aiming to contribute to the restructuring and development of the higher education systems in Central and Eastern Europe and the Newly Independent States of the former Soviet Union. Grants are awarded to consortia of institutions to restructure higher education institutions in the eligible countries through curriculum development and staff and student mobility.

Programme dates
March-July 1994

Tempus (Phare)

Joint European Projects (JEPs), involving higher education institutions, organizations and enterprises, make up the most important part of the programme and new projects are currently being selected. Candidates who submitted their applications for the 31 January deadline will be informed of the results from July onwards and successful projects will be able to start their activities at the beginning of the 1994/95 academic year.

Coordinators of current projects must submit their JEP renewal applications for a deadline of 31 March 1994 to continue their activities for a second or third year. This also provides the opportunity to evaluate the progress of ongoing projects.

Academic or administrative staff from eligible country or European Union higher education institutions can apply for Individual Mobility Grants (IMGs) for the deadline of 15 June 1994, which will allow them to travel to the European Union or vice versa in order to establish contacts for future JEP applications or, in the case of eligible country applicants, to undergo retraining and updating periods.

The same deadline applies to Complementary Measures

(CMEs), applications for projects which contribute to the restructuring of higher education in the eligible countries through the provision of funding for the participation of eligible country institutions in university associations, publications linked to the Tempus programme and for surveys and studies aiming to contribute to its monitoring and evaluation.

Tempus (Tacis)

Tempus (Tacis) currently supports 77 pre-Joint European Projects (pre-JEPs) in the eligible countries concerned (Belarus, the Russian Federation and the Ukraine). Pre-JEPs are a compulsory one-year preparatory phase leading to a three-year Joint European Project. Participants with accepted pre-JEPs this year have two opportunities to apply for Joint European Projects, the deadlines being 15 June 1994 or 15 April 1995.

For the academic year 1994/95, four new countries will be eligible under Tempus (Tacis): Kazakhstan, Kyrgyzstan, Moldova and Uzbekistan. The next pre-JEP deadline is 28 April 1994.

Annual Report

The only Tempus publication to be issued in the period from March to July 1994 will be the *Annual Report - August 1992 to July 1993*.

Countries eligible for Tempus (Phare)

- Albania
- Bulgaria
- Czech Republic
- Estonia
- Hungary
- Latvia
- Lithuania
- Poland
- Romania
- Slovak Republic
- Slovenia

Countries eligible for Tempus (Tacis)

- Belarus
- Kazakhstan
- Kyrgyzstan
- Moldova
- Russian Federation
- Ukraine
- Uzbekistan



Photograph: David Hoffman

Comett



Comett – Community programme for education and training in technology – aims to improve European competitiveness by developing advanced training initiatives. The programme promotes university/industry cooperation in the field of technology training throughout the 12 EU Member States and 7 EFTA countries. Comett activities include: organizing industrial student placements and personnel exchanges from industry to university and vice-versa; developing transnational training programmes in the form of short courses and training materials; and setting up University – Enterprise Training Partnerships (UETPs) to act as ‘interfaces’ between industry and higher education.

Comett in 1994

This is the final and culminating year for Comett II. The five-year timespan of the programme enabled the different types of Comett projects to be planned in a coherent and multiannual way. Consequently:

- 1990 and 1992 were the years of creating the European-side infrastructure of university-enterprise training partnerships (UETPs).
- The development of this infrastructure allowed the annual devolution to the UETPs from 1991 of student placements, fellowships, and short courses.
- 1990-1992 saw the creation of large multiannual joint training projects, in particular the pilot projects, which are given a 3-4 year planning framework.

Thus, the coming year will be the time when Comett reaches full speed, with:

- Over 200 university-industry partnerships across 19 countries.
- An annual turnover of 6,000-7,000 transnational student placements, 270 personnel exchanges between universities and companies, and an estimated 600 short continuing training courses.
- The culmination of over 300 joint training projects and 25 pilot projects, which – in association with the above – will generate an estimated 4,000 training products for industry.

As with all programmes, the onus will be on all concerned to analyse and disseminate the experience gained, so that future actions, whether at ‘micro’ or ‘macro’ level, can learn from and be inspired by what was achieved.

Comett II evaluations

Now published by the Commission, this document presents the three independent evaluations carried out on the Comett programme in 1993. Together, the recommendations of the panel of experts, the national evaluations, and the report of French consortium GMV Conseil provide an overview of the programme’s achievements. Available in English and French from the Comett Technical Assistance Office.



Photograph: P H Versele

Quality guide for European training projects

Drawing on the results of the Antwerp conference held in December 1993, plans are under way to draw up a guide on quality management approaches to European training projects. The aim is to develop a framework which will allow project managers to plan and carry through their projects on a basis which gives them the conditions to meet customer requirements. It is hoped that this guide, which will emerge principally from the experience of the Comett pilot projects, will be available by the end of July 1994.

1994 Call for Applications - first impressions

The final Call for Applications of Comett II is currently under way. Restricted to UETPs, project proposals were invited for Strand Ba (student placements), Strand Bc (personnel exchanges), Strand Ca (short training courses), and Strand D (complementary measures). 192 Comett UETPs submitted proposals for a total of 597 joint European training projects. Initial analysis indicates that:

- Demand for transnational student placements actually exceeds supply five times! UETPs proposed 33,700 student placements for an estimated allocation of 6,700 placements.
- 327 transnational personnel exchanges were requested. Germany, France and the UK appear to be the most popular destinations and the countries which show most interest in organizing

personnel exchanges are Finland, Italy, Greece and Spain.

- 1,631 proposals for short training courses were received, representing almost three times the 1994 short course allocation.

- Technology sectors most in demand are the environment (81 proposals) data processing (65 proposals), and telecommunications (47 proposals).

The results of the 1994 Call will be published in May.

Task Force launches equal opportunities initiative

The Task Force, in collaboration with Directorate-General V, has just launched Alpha, an important equal opportunities training initiative on a Europe-wide scale. The project aims to develop transnational modular training on the application of equal opportunities within future education and training programmes. Since UETPs already promote a number of Community programmes, it has been decided to test the product on them first, but the benefits of training will go far beyond the Comett programme. One-day workshops will be held in 10 Member States in April/May and training will be adapted to the national context. All UETPs and Strand C promoters are recommended to attend. For details contact the Comett Technical Assistance Office.

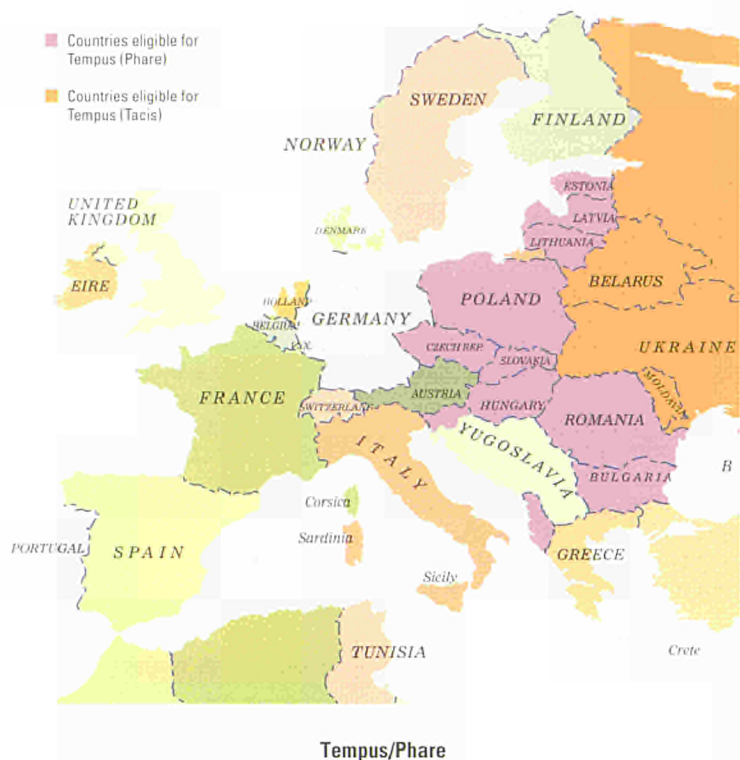
New Comett outputs

Report on development of Comett UETPs

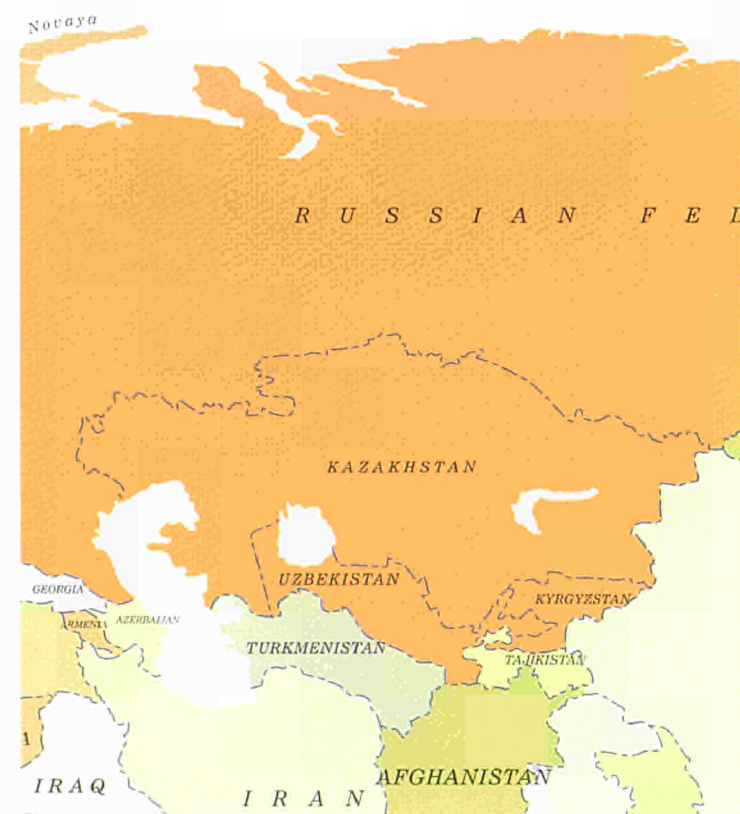
What are the Comett UETPs? What do they do? How are they organized? A new report considers the development of Comett II UETPs since 1990. A comprehensive document presented in three parts, the report details UETP activities, the environment in which they operate, and their contribution to university-industry cooperation generally.

Comett Course Register

The *Course Register* allows promoters of Comett continuing training courses to publicize forthcoming courses and has already proved a useful market-



Tempus/Phare



Tempus/Tacis

European Training Foundation

The European Training Foundation will run the Tempus programme on behalf of the Commission.

The regulations establishing the foundation have been modified in two ways:

(a) to extend the foundation’s scope of application to include the Newly Independent States - the current regulation is limited to those countries eligible for assistance under the Phare programme, i.e. the countries of Central and Eastern Europe. The

foundation will also work with the countries which receive support from the Tacis programme; (b) to bring the foundation’s staff regulations into line with those of other Community bodies.

The Commission will coordinate the preparatory work necessary for setting up the foundation, including the transfer to Turin of the EC Tempus Office’s current activities in Brussels.

ing tool for UETPs and their partners. Produced quarterly, it is available in computerized form and can be run in Windows 3.1 on an IBM-compatible PC.

New version of Comett database

The latest version of the Paradox database now includes all projects accepted from 1990 to 1993.

Comett video "Forging Europe's future"

Seen from the end-user's perspective, the video features companies and individuals in five different countries who speak of their personal experience of the Comett programme. All strands of the programme are covered and the video has been produced in the nine Community languages.

Regional profiles

Focusing on the contribution of Comett to regional development throughout the 12 Member States and 7 EFTA countries, these regional profiles provide an overview by region of the programme's activities for the period 1990-1993.

All of the above are available from the:

Comett Technical Assistance Office, 14 rue Montoyer, B-1040 Brussels

Proceedings of Aalborg conference

Proceedings of the 1993 conference "Cooperation between higher education and industry - the experience of Comett" are now available in English and French from:

The Comett Information Centre, Copenhagen
Tel: +(45) 33 92 5436/42
Fax: +(45) 33 92 5075

Eurostage

To simplify the management of transnational mobility programmes, UETP Languedoc-Roussillon has developed the Eurostage software package in conjunction with SOFTEL SA. Eurostage helps UETPs manage both the financial and administrative side of student placements and enables them to communicate placement applications and offers to partners by automatic data transfer.

The package allows users to have their database updated daily and to control the circulation of information. It also has an on-line electronic mail system which transmits all types of communication between network members. Eurostage is IBM compatible and requires a modem and telephone line.

Contact:

Jean-Luc Fräs,
Multipole Technologique Régional,

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Erasmus and Lingua (action II)



ICP applications 1994/95: Demand shoots up - ICPs sustain internal growth

Inter-university Cooperation Programme (ICP) applications for 1994/95 are up by 6.5% to 2,883 as compared with 2,708 in 1993/94. This compares with an increase of only 1.5% the previous year and is the biggest rise in ICP demand since 1990/91 when Community support for ICPs was first available also under action II of Lingua. Meanwhile, the number of ICP participations has increased by over 20%, from 16,722 to over 20,000, confirming the most conspicuous trend of recent years. There is thus now an average of seven partners in each ICP.

At over 15,000, the number of teachers hoping to participate in ICP teaching staff exchanges has increased by about 16%. No less than 1,220 ICP applications contain a request to support this kind of mobility, as compared to 1,131 in 1993/94. Over 40% of all ICP applications now include a request for the support of teaching staff mobility.

Although the overall sum requested for the support of ICPs (Ecu 96 million) is 14% less than in 1993, the amounts requested for intensive programmes and joint curriculum development have increased, by 16% and 4% respectively.

Demand for Erasmus student mobility grants within ICP applications has again risen sharply by over 23% from 118,080 in 1993/94 to 145,800 in 1994/95. The total number of student months requested is now more than a million and the average length of the period of study abroad applied for remains stable at around seven months.

One of the most novel features of the 1994/95 selection is the special procedure introduced to process applications from the initial group of multi-annually funded ICPs which in 1993/94 reach the end of their three-year cycle. These ICPs, 56% of all existing ICPs, were invited to reapply for funding in 1994/95. Most have done so and some have also requested support for the inclusion of new partners or activities. Their selection will partly be based on a new self-assessment procedure in which all ICP partners were asked to describe how they implemented ICPs at their own institutions, to appraise their impact there and justify the need for further funding.

The selection process will consider these comments alongside the data provided in the formal statement of reapplication and together with an extensive analysis of the past performance of these ICPs over their three-year funding period.

Visit and action 4 grants - 1993

Erasmus and Lingua action II grants for short visits help staff members in higher education to develop ICPs, find out more about higher education in other eligible states, or teach by invitation at other institutions. Erasmus action 4 grants fund publications and encourage associations and higher education consortia working on a European basis.

Study and teaching visits

In 1993, 906 grants involving 1,370 higher education staff members were awarded from the 1,649 applications received over the four selection rounds for study and teaching visit grants. 55% of all applications were favourably considered compared with 65% in 1992 and this is a reflection of the budgetary constraints. There has been a steady drop in budget available since 1991 which is not reflected in the applications received.

Most of the 906 grants (655 or 72%) were for study visits to prepare or develop ICPs. A further 201 were for information purposes, and 50 were for teaching visits. Grants classified under Lingua (action II) totalled 48, and higher education staff in the countries of the European Free Trade Association (EFTA) received 140 awards.

The proportion of applications (16.3%) from the EFTA countries in 1993 is encouraging and reflects growing familiarity with the possibilities offered under Erasmus.

Further encouragement to staff in the 'extra-university' sector resulted in their representing almost a third of all visit applications in 1993.

Applications to visit France, Germany and the UK accounted for around half of all visits applied for. Sweden and Finland were the preferred EFTA destinations.

The spread of applications by subject area has changed little since 1992, with demand in all disciplines stable to within a percentage point. The most popular subjects for visits remain education (11%), engineering and technology (11%), social sciences (10%) and business and management (10%).

Erasmus action 4 grants

From 83 eligible applications across the four action 4 selection rounds in 1993, 28 grants totalling Ecu 248,770 were awarded. Of these, 13 were for the development of association activities and 15 for publications related to cooperation in higher education. 20 approved projects were spread across nine subject areas, notably in business (six projects) and medicine (four). The remainder

were multi-disciplinary. Nine of the grants were awarded to student associations. Action 4 helped launch the new Intersectoral Meeting of International Student Organizations (Imiso) and supported a study by the European Network of Insurance Faculties (Enif) on risk and liability issues related to study abroad.

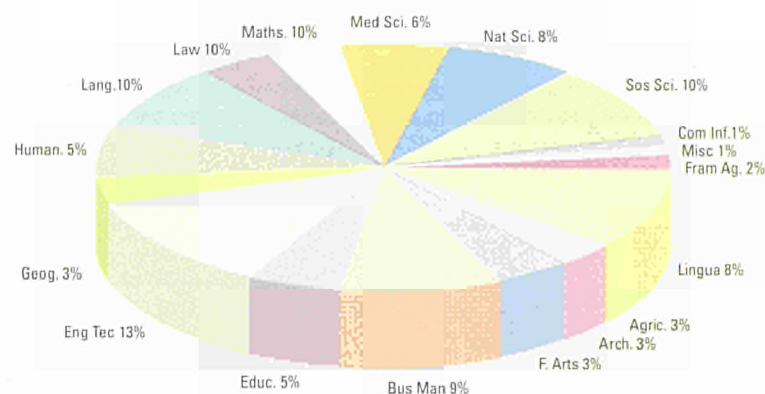
Campaign to step up European academic cooperation outside the universities

A novel campaign is helping establishments outside the university sector of higher education to put more mileage into Euro-

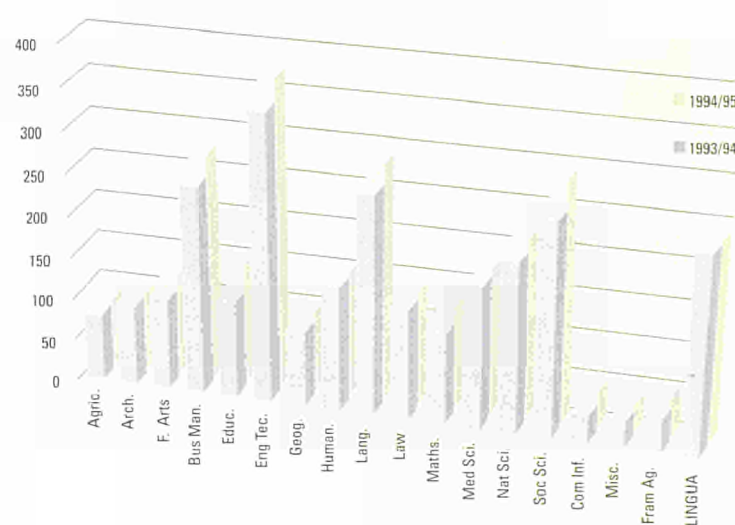
pean student and staff exchanges, and upgrade their international cooperation activity. At a series of information events planned in several European countries in the first half of 1994, experienced and successful practitioners in this field are passing on their advice to relative newcomers. The campaign has been organized for the European Commission by the European Association of Institutions in Higher Education (Eurashe).

The initiative is based on a study carried out by Eurashe for the Commission in 1992, which showed that higher education

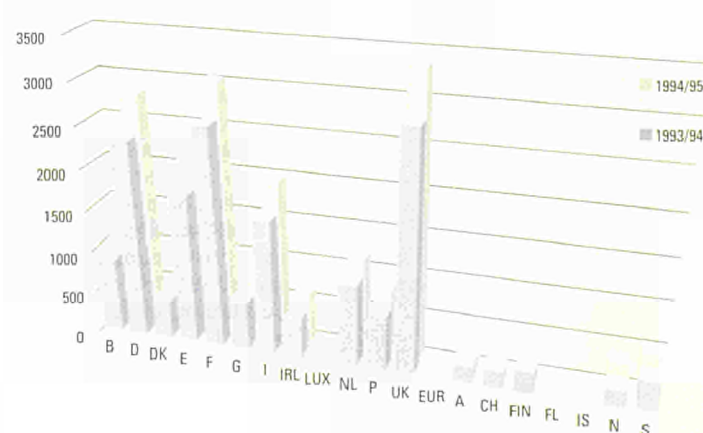
Subject area representation: Requested ICPs 1994/95



Number of ICPs requested: 1994/95 and 1993/94



Number of requested ICP participations: 1994/95 and 1993/94



institutions which are not universities have usually found cooperation in Erasmus harder to achieve than those in the university sector. This study was made at the request of the Education Committee, who were concerned about the low participation in Erasmus of certain types of institution, and wanted to know what lay behind it. Among the commonest reasons expressed were a lack of money, time, contacts and qualified staff to handle structured mobility programmes. In competitive programmes like Erasmus, the gap between institutions with this kind of disadvantage and the experienced and resourceful universities with their international research networks, greater curricular and managerial autonomy and status can quickly

become bigger and unbridgeable.

The ongoing campaign is an attempt to level the playing field of international academic cooperation to give the relative novice to the game a fairer chance. It is concentrating on higher education institutions which, though less experienced, are nonetheless keen to contribute fully and effectively to cooperation, particularly at European level. It is also covering European countries in which such institutions – defined collectively as the ‘extra-university’ sector – are especially numerous: Belgium, Denmark, France, Greece, Ireland, the Netherlands, Portugal, the UK, Finland and Norway.

The priority groups in the campaign are smaller institutions seeking to launch European cooperation projects but without

the structure or resources to bring partnerships to life, and those whose subject focus means that international activity has not been a priority so far. During the events, which began in February in Greece, experienced participants in EU cooperation programmes and, above all, Erasmus are sharing their expertise with the less experienced, helping them to devise practical projects which operate smoothly from scratch.

The campaign in each participating country is being run by national members of Eurashé, or other groups, under the guidance of an overall Eurashé management team. Each national team can include in its events two experts from an international ‘expert team’ of experienced staff from the ‘extra-university’ sector, who can act as both troubleshooter and mentor, as well as a representative from the Commission and the Eurashé management.

Discussions at events are expected to cover appropriate preparation for the proposed new EU education programme Socrates, and the linking of initiatives to related EU policies in areas like training and the Structural Funds. The diversity of options is being stressed rather than any single model, and sessions are attempting to stimulate thinking that meets the needs of the target audience, and in ways sensitive to local requirements.

Ultimately the campaign hopes to achieve more and better European cooperation between all types of higher education institution. It should immediately result in many of the preparatory activities essential to effective collaboration, including those with long-term effects, such as the development of recognition procedures and foreign language training. It should also lead quickly to an increase in applications for interesting and well thought out European projects.

Further information: Mr Ward Dhondt or Ms Hera Tseng, Eurashé, Rue de la Concorde 57, B-1050 Brussels. Tel: +(32) 2 502 4500 Fax: +(32) 2 502 5775

ECTS subject area spring meetings

ECTS, the European Community Course Credit Transfer System, has been launched as a pilot project under Erasmus to test a transparent method of facilitating academic recognition. It currently involves 145 higher education institutions in all EC Member States and EFTA countries and covers five subject areas: business administration, chemistry, history, mechanical engineering and medicine. The pilot project, which runs until 1994/1995, is now in its fifth year of operation.

Institutional and departmental coordinators are appointed by the participating institutions to deal with the administrative and academic aspects of ECTS and counsel students who wish to

take part. They are due to get together in a fresh round of spring subject area meetings to select ECTS students to spend a period of study abroad during the 1994/1995 academic year. Final decisions are taken at these meetings on the selection and placement of students, and programmes of studies usually agreed.

Spring meetings are mainly clearing house meetings: the selection of students at host institutions is a multilateral process unsuited to communication by phone or electronic mail. Indeed, more students often wish to participate in ECTS than can be absorbed by the ECTS host insti-

tutions of their first choice. Clearing houses help them find a suitable place in another institution within their subject area group. They also encourage the diversification of student flows and enable coordinators to learn more about different education systems.

Provisional dates for the ECTS meetings are as follows:

Business administration: University of Limerick 22/23 April. Chemistry: Ruprecht-Karls-Universität Heidelberg 14/15 May. History: University of Iceland 20/21 May. Mechanical engineering: Karl-Franzens-Universität Graz 6/7 May. Medicine: Université de Lausanne 22/23 April.



Lingua

The Lingua programme successfully links educational partners across Europe. The partner-finding fair in Lucca, Italy, at the end of April is an example of the many activities taking place in this area at regional level. The national agencies which run the programme in each of the Member States will bring together institutions seeking partners in another Member State in order to establish Joint Educational Projects under action IV within Lingua.

This may be done in a number of different ways, but Lucca will see the new Lingua partner-finding database in operation. The database will enable national agencies to easily identify potential partners, not only with respect to geographic criteria, but also taking age, language combination, project type, etc. into consideration. National agencies will use electronic mail to pass on the partner-finding information. It is clear that such a system will never be able to replace the human contacts and networks, but will facilitate contacts and considerably reduce the waiting time for a partner.

The newly published *Joint Educational Projects handbook* will also be presented to the participants. The handbook, produced in the 11 languages of Lingua, gives advice on how to set up a successful project, go about all the practical aspects, motivate the students and cope with a foreign environment. It offers a wealth of good tips and ideas and is very user-friendly. Copies are available free of charge from Lingua national agencies or directly from Bureau Lingua.

Innovative teaching

Lingua projects either focus on the development of new in-service training activities for teachers of foreign languages or on the design and production of innovative teaching materials, in particular for small and medium-sized enterprises (SMEs).

One way of exploiting this wealth of materials as efficiently as possible is for the individual project coordinator to publicize the materials through the usual channels (the press, direct mail etc.). Another more far-reaching method is to cooperate with existing networks in all the different Member States to ensure that information on teaching materials and methods reaches the specific target groups and is used to the full extent. These networks, such as the EuroInfo Centres, chambers of commerce and teachers' associations, are in daily contact with the potential users of the teaching materials and may be used as the point of contact for SMEs.

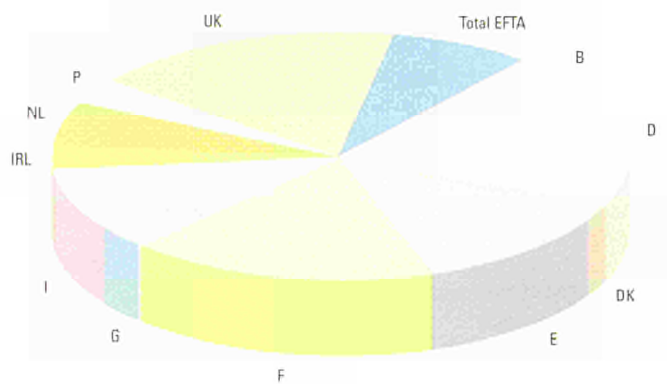
The materials have been developed taking the specific needs of particular sectors of industry into consideration and are therefore ideal for in-company language training. The teaching methods applied in these projects reveal the changing attitudes to foreign language teaching in companies, they require a flexible approach and a large number of the projects consequently make use of the newest technologies, such as CD-I and video disk. These types of distance learning materials give the companies the opportunity to tailor the course to the individual member of staff taking his or her other commitments into consideration. Table no. 1 shows the different types of materials developed and the focus on the use of new technologies.

Plans are under way to create a database with information on the projects, the materials available and where to buy them. A similar printed catalogue will also be available. For further information about specific projects, please contact Bureau Lingua in Brussels.

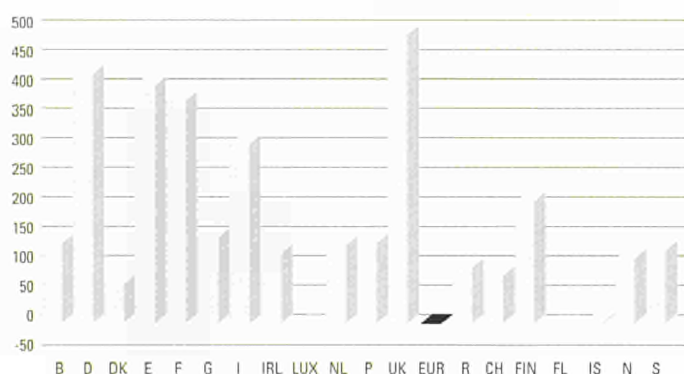
Least widely used and taught languages

Over the last four years, EC languages policy has been aimed at

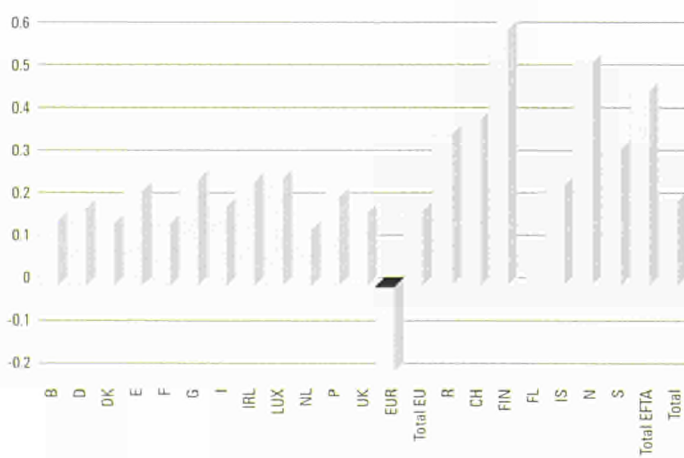
Representation of EC Member States and EFTA:
1994/95 Student numbers requested

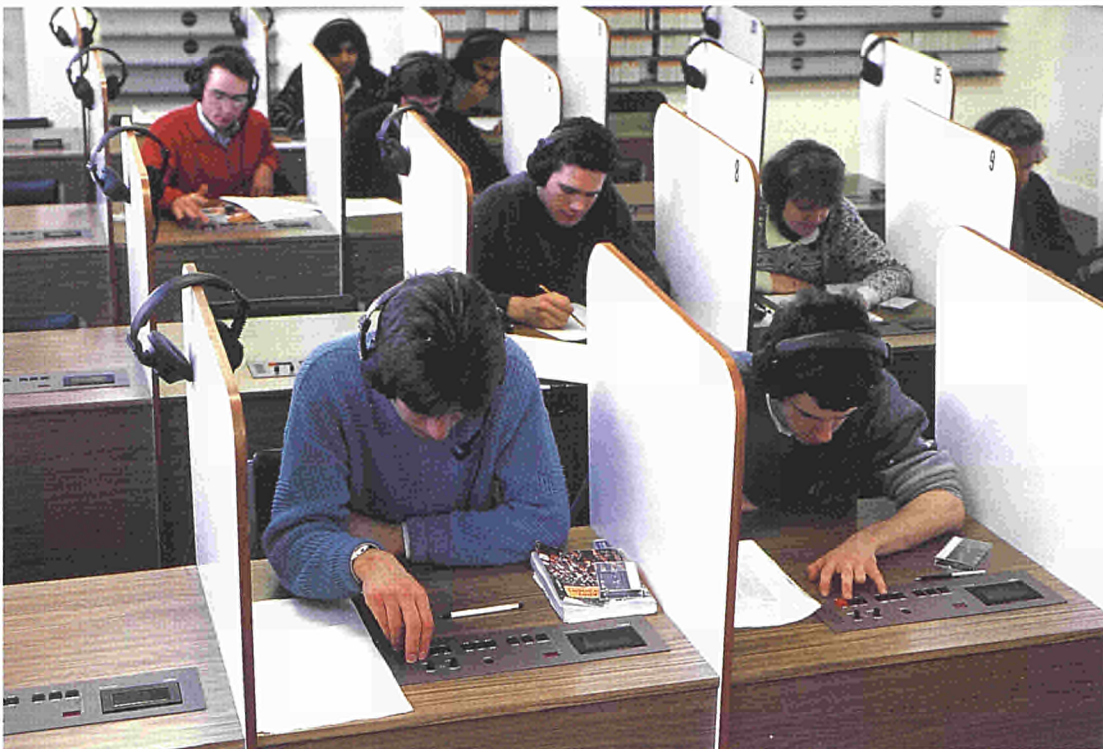


Change in number of requested ICP participations: 1994/95 versus 1993/94



% change in requested ICP participations: 1994/95 versus 1993/94





Photograph: Gerry Clist

strengthening the teaching and learning of foreign languages at all levels of society. The most recent statistics from Lingua reveal that the programme has not only contributed to increasing the activities in this area in the Member States, but also to promoting the lesser-used languages. Table no. 2 shows the target languages for the projects developing teaching materials aimed at small and medium-sized enterprises. It is very interesting to note that more than 50% of the projects are targeted at languages other than English, German and French. The figures mirror the fact that in many areas in Europe the mutual languages of communication will be the ones spoken at either side of the border.

The *1993 Annual Report for Lingua* (to be published in June) reveals many other interesting facts about the efforts in the Member States in support of foreign language teaching. Young people who went on an exchange visit in 1993 as part of a Joint Educational Project gained not only a cultural experience but also discovered the importance of the ability to communicate in a foreign language.

Just out!

The *Compendium of projects accepted in 1993* contains information about all the transnational projects funded by the Lingua programme, such as:

- European Cooperation Programmes aimed at developing new in-service training activities for teachers of foreign languages;
- the development of innovative teaching materials for small and medium-sized enterprises;
- material for general use.

The compendium also lists special activities aimed at strengthening the discussion on the need

Table 1 Action III: overall view of materials

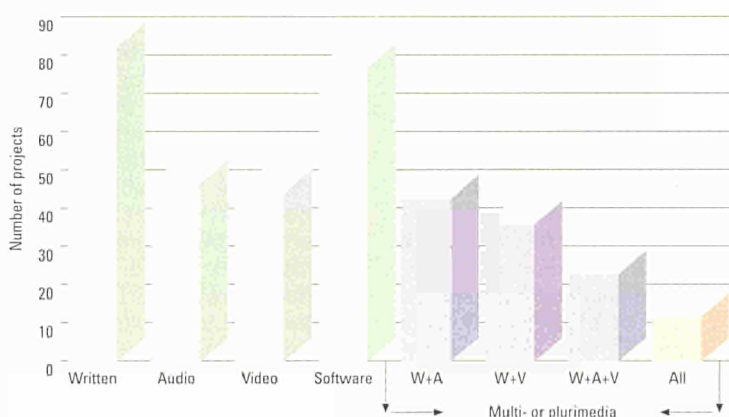
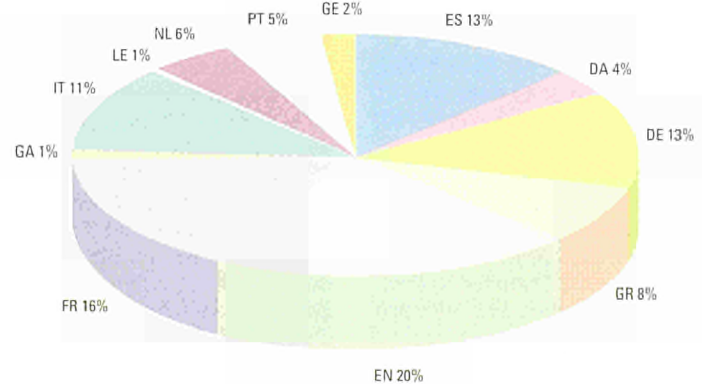


Table 2 Action III: proportions of target languages



for foreign language teaching in Europe. Tables enable the reader to identify projects with a specific approach, target languages and levels of education. The compendium is available in English, German, French and in a multilingual version in which all projects are described in the language of the coordinator. Available free of charge from Bureau Lingua.

EC languages policy has been aimed at strengthening the teaching and learning of foreign languages at all levels of society

PUBLICATIONS

Quality management and quality assurance in European higher education: Methods and mechanisms

Studies No 1, report prepared by the Committee for Higher Education in the European Community (CHEEC) with the collaboration of the Centre for Higher Education Policy Studies (CHEPS) of the University of Twente (the Netherlands) for the Commission of the European Communities (Task Force for Education, Training and Youth), Brussels, 1993, 48 pp., ISBN 92-826-6391-4. Available in the nine official Community languages.

Quality assessment in higher education is a subject of growing interest in many European countries. The present document presents the methods and mechanisms used in EU and EFTA countries to manage the quality of higher education. These include both traditional procedures and new approaches introduced from the early 1980s onwards. The authors have gone to considerable trouble to analyse all these methods and mechanisms and present a summary which highlights their shared characteristics. This information will be of interest to the relevant national and regional authorities, and to the higher education institutions themselves. Available from the Task Force and the Erasmus Bureau.

The outlook for higher education in the European Community: Responses to the Memorandum

Studies No 2, prepared by P. Tabatoni (European Institute of Education and Social Policy) and D.F. O'Callaghan for the Commission (Task Force), Brussels, 1993, 64 pp., ISBN 92-826-6400-7. Available in the nine official Community languages.

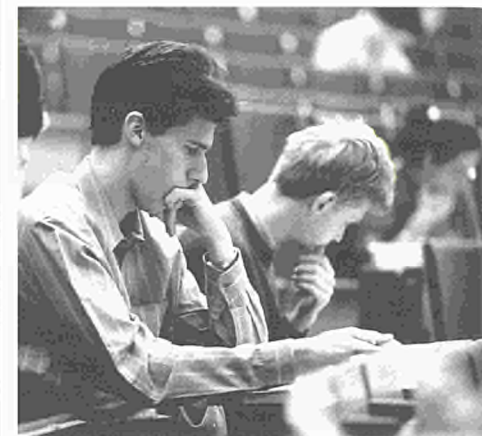
Published and widely distributed in 1992, the *Memorandum on Higher Education in the European Community* contained an analysis of the contribution which higher education can make to the economic, cultural and social development of the Community and identified a number of areas where new policies are called for not only at European level but also by the Member States, in particular at institutional level. Wide-ranging discussions took place on the issues it raised. This study deals with the responses which the Commission received to its Memorandum. It analyses the different points of view expressed in the debate and sets out the main issues and concerns which emerged. Available from the Task Force and the Erasmus Bureau.



Photograph: Stephane Harter

Responses to the Memorandum on Higher Education in the European Community: Summary of national reports and of reports from European organisations

Report prepared by D.F. O'Callaghan for the Commission (Task Force), Brussels, 1993, 77 pp. Available in German, English and French. This report contains a summary of the main national responses and of those of a number of European organizations. It complements the overall synthesis report of the main reactions to the Memorandum. Available from the Task Force.



Photograph: Marc Cels

Responses to the Memorandum on Higher Education in the European Community: theme reports

Brussels, 1993, 134 pp. Available in English and French.

This volume comprises six separate reports: participation in and access to higher education, continuing higher education, open and distance education, partnership with economic life, the European dimension in higher education, and research and postgraduate research training. Each of them contains a detailed examination, in a European context, of the responses to the theme concerned which were received by the Commission on its Memorandum. Available from the Task Force.

Vocational education and training in Central and Eastern Europe

Prepared by a team of eight experts from the Member States under the chairmanship of André Ramoff, this report was commissioned by the Task Force to help with the setting-up of the European Training Foundation, and is due for publication in the nine Community languages shortly (Studies series). The report looks at the present situation in these countries and assistance provided to date, from which certain issues are identified and priorities proposed to guide the foundation's operation in the future. Available from the Task Force.

Guide to the European Community programmes in the fields of education, training and youth

Commission of the European Communities, Task Force Human Resources, Education, Training and Youth, Luxembourg, Office for Official Publications of the European Communities, 1993, 86 p., ISBN 92-826-4950-4. Available in the nine official Community languages.

A concise and reliable source of information on Community pro-

grammes in the fields of education, training and youth, intended to allow any interested party - private citizens, undertakings, institutions of education and training, teachers - to know the increasing scope for cooperation at Community level and to find the means of accessing information on such programmes. Available from the Task Force.

The teaching of modern foreign languages in primary and secondary education in the European Community
This publication contains several graphs and tables setting out the number of years and hours one or more foreign languages are taught to pupils between 6 and 18 years old. The following aspects are covered for each Member State: the foreign languages offered in primary and secondary education; initial and in-service training of foreign language teachers; exchanges of foreign language assistants; and pupil exchanges. The document also gives information about certain actions under Lingua, the Community action programme in support of the teaching and learning of foreign languages in the Member States. Available from Eurydice in English, French, German, Italian and Spanish.



Photograph: Stephane Harter

Private/non-state education: forms and status in the Member States of the European Community
The historical development of the Member States and their institutions has had a profound influence on the organization of their education systems and the relationship between the public and non-public bodies providing education. Private education is a term currently used as a contrast to state education, but it covers a wide variety of situations in the individual Member States. The document gives an analytical description, supported by statistics, of this type of education in the European Union, providing insight into the various situations. Available from Eurydice in English, French, German, Italian and Spanish.

The main systems of financial assistance for students in higher education in the European Community
(36 pp) One of the most sensitive aspects of access to higher education, both within Member States and across frontiers, is that of the financial assistance available to students. Does it exist in all countries? What form does it take (grants, loans)? What percentage of students are eligible for financial

assistance? What expenses is it intended to cover? Is it available to students coming from other Member States? Is it "portable", that is, can students obtain such assistance to pursue full courses of study abroad? This new publication presents details of the situation country by country, preceded by a summary analysis. Available from Eurydice.

Requirements for entry to higher education in the European Community
(61 pp) Student mobility within the European Union is inseparably linked to the requirements for entry to higher education in the various Member States. What qualifications are required? Are there entrance examinations or competitions? Are there restrictions on numbers admitted, generally or partially (numerus clausus)? Are the qualifications obtained or periods of study undertaken in another country recognised? What language requirements are there? What enrolment, entry and residence formalities have to be complied with by students wishing to study in another Member State? This publication starts with a synopsis of the overall position in which answers to these questions are sought, followed by national summaries. Available from Eurydice.

Organization of school time in the Member States of the European Community
(45 pp) The organization and use of school time is one aspect of the more general problem of improving the quality of education and combating school failure. In effect, attempts to match the management of school time to children's natural bio-rhythms can have a positive influence on their performance in school and contribute to the general effectiveness of the education system. Several Member States are currently undertaking studies into the reorganization of the school year in the light of the natural seasonal bio-rhythms. This document presents basic data to give insight into the situation as regards the management of the school time of pupils in primary and secondary education in the Member States of the European Union - the duration of compulsory education, and the organization of the school year, week and day. Available from Eurydice.



DIARY DATES

CONFERENCES AND EXHIBITIONS

23-26 March 1994: **European Student Fair - Brussels**, Parc des Expositions, Brussels. Further information: Tilly Grijp, In-Medias, rue de la Caserne 86, B-1000 Brussels, Belgium. Tel: +(32) 2 514 1011. Fax: +(32) 2 514 4818.

24-27 March 1994: **Expolingua - 5th Portuguese Fair on Languages and Cultures**, Feira internacional de Lisboa - Centro de Congressos, Lisbon. Further information: Mrs Alexandra Borges de Sousa, Salão Português de Línguas e Culturas, Rua da Esperança 4-2°, P-1200 Lisboa, Portugal. Tel: +(351) 1 396. 60.89. Fax: +(351) 1 396. 62.23.

28-30 March 1994: **TEXT Spring Conference** (Trans-European Exchange and Transfer Consortium), Palma, Majorca. Theme: Articulating quality in European higher education and facilitating quality within European credit transfer systems. Further information: Mrs Nicole Gifford, TEXT Office, University of Derby, Kedleston Road, Derby DE22 1GB, United Kingdom. Tel: +(44) 332 622272. Fax: +(44) 332 203221.

10-13 April 1994: **International Conference** organized by the University of Oxford and the BIT (Austrian Bureau for International Research and Technology Cooperation), Oxford. Theme: Management of collaborative European programmes and projects in research, education and training. Further information: Mr M. Horvat, Director BIT, Wiedner Hauptstrasse 76, A-1045 Vienna, Austria. Tel: +(43) 1 505 9059. Fax: +(43) 1 505 9054.

12-16 April 1994: **2nd International Student Convention**, Córdoba. Further information: Universidad de Córdoba, Salón Internacional del Estudiante, C/ Alfonso XIII, 13, E-14071 Córdoba, Spain. Tel: +(34) 5721 8043. Fax: +(34) 5721 8203.

15-17 April 1994: **CEDAR International Conference** (Centre for Development, Appraisal and Research), Coventry. Theme: Changing educational structures: Policy and practice. Further information: Mrs Janet Flynn, CEDAR, University of Warwick, Coventry CV4 7AL, United Kingdom. Tel: +(44) 203 524139. Fax: +(44) 203 524472.

19-21 April 1994: **6th Educational Conference**, Stadium of peace and friendship, Athens. Theme: Synergy of educational systems in the European context. Further information: Educational Panorama, 12 Klissovits St., GR-106 77 Athens, Greece. Tel: +(30) 1 362 1057. Fax: +(30) 1 360 4093.

25-27 April 1994: **Conference** organized by the Ministry of Education, Toledo. Theme: Information technologies and Open Distance Learning in the teaching of languages. Further information: Carlos San José, Tel: +(34) 1 408 2008. Fax: +(34) 1 408 8376.

27-30 April 1994: **5th FEDORA Congress** (European Forum for Student Guidance), Barcelona. Theme: New challenges for guidance in Europe (the present and the future). Further information: Viajes Iberia Congressos, c/o 5ème Congrès de FEDORA, Av. Diagonal 523, E-08029 Barcelona, Spain. Tel: +(34) 3 419 5151. Fax: +(34) 3 405 1390.

28-29 April 1994: **1994 ITT Conference** organised by TTI (Transfer of Technology, Innovation and Industrial Information) and



EC/Sprint, Hanover. Theme: A review conference of technology transfer practice in Europe. Further information: TII, 3 rue des Capucins, L-1313 Luxembourg, fax: (352) 46 2185 or Sprint Technical Assistance Unit, 119 avenue de la Faënce, L-1511 Luxembourg, Tel: +(352) 46 588 Fax: +(352) 46 5550.

3-8 May 1994: **Educational Fair**, Barcelona. Further information: Sra. Roser Panisello, Saló de l'Ensenyament, Career Diputació 219, Plaça Baixa, E-08011 Barcelona, Spain. Tel: +(34) 3 451 7117. Fax: +(34) 3 451 4654.

5-7 May 1994: **The Luxembourg Link** organized by the Ministry of Education, Luxembourg. Further information: Antoine Barthel, Tel and Fax: +(352) 42 4409.

25-27 May 1994: **Forum Eurotraining 94** organized by the AIP (Associação Industrial Portuguesa), Lisbon. Themes: Training for competitiveness, R & D and cooperation on professional training. Policies and measures for the valuation of human resources in the new Community supportive board. Further information: Maria dos Prazeres Arsénio. Tel: +(351) 1 362 0100/363 3147 Fax: +(351) 1 363 9046.

31 May-1 June 1994: **1st Educational Euroregional Conference**, Lille. Theme: Towards an educational euroregion. Further information: ARPEIJ (Association régionale pour l'éducation interculturelle des jeunes), 1 rue du Palais de Justice, F-59800 Lille, France. Tel: +(33) 2074 0742. Fax: +(33) 2074 0966.

6-8 June 1994: **European IT Conference** (EITC) organized by EC/DG III (Industry), Brussels. Theme: IT and the transformation of enterprise. Further information: Commission of European Communities, DG III, rue de la Loi 200, B-1049 Brussels, Belgium. Fax: +(32) 2 296 8397.

6-9 June 1994: **International Conference** organized by the Royal Institute of Technology and the Royal Swedish Academy of Engineering Sciences, Stockholm. Theme: Teaching science for technology at tertiary level. Further information: Dr Sören Törnkvist, Royal Institute of Technology, Centre for Educational Development, Box 70030, S-100 44 Stockholm, Sweden. Tel: +(46) 8 790 8429. Fax: +(46) 8 790 7252.

22-24 June 1994: **The School's Fair**, Wembley Conference and Exhibition Centre, London. Further information: Mrs Louise Budgen, News International Exhibitions, Europe House, East Smithfield, London E1 911, United Kingdom. Tel: +(44) 71 782 6798. Fax: +(44) 71 782 6870.

26-30 June 1994: **16th CESE Conference** (Comparative Education Society in Europe),

Copenhagen. Themes: Education in Europe: the challenges of cultural values, national identities, economic demands and global responsibilities. Further information: CESE 94 c/o CONVENTUM Congress Service, Hauchsvej 14, DK-1825 Frederiksberg C/Copenhagen, Denmark. Tel: +(45) 3131 0847. Fax: +(45) 3131 0614.

30 June-2 July: **2nd International Conference** organized by the Centre for Education & Industry (University of Warwick), Paris. Theme: Education business partnership: Innovation through partnership: The international challenge. Further information: University of Warwick, Centre for Education & Industry, The Conference Secretary, Coventry CV4 7AL, United Kingdom. Fax: +(44) 203 523617.

21-26 August 1994: **9th International Meeting of University Administrators**, Prague. Theme: The state, the market, the institution and the individual - managing the balance. Further information: Agentura Carolina, Ltd. "9th I.M.U.A.", Albertov 7, 120 00 Prague 2, Czech Republic. Tel: +(42) 2 298223/4052. Fax: +(42) 2 296983.

5-7 September 1994: **IMHE General Conference** (Institutional Management in Higher Education), OECD Headquarters, Paris. Theme: Changing relationships between the State and universities. Further information: 1994 General Conference, IMHE Programme, OECD, 2 rue André-Pascal, F-75775 Paris Cedex 16, France.

14-16 September 1994: **6th Annual Conference** organized by TEXT (Trans-European Exchange and Transfer Consortium), Derby. Theme: Policies, practices and problems of international credit transfer between education sectors. Further information: Mrs. Nicole Gifford, TEXT Office, University of Derby, Kedleston Road, Derby DE22 1GB, United Kingdom. Tel: +(44) 332 622272. Fax: +(44) 332 203221.

21-23 September 1994: **Joint SEFI Annual Conference and IGIP Annual Conference**, Prague. Theme: Visions and strategies for Europe: an examination of the first years of the new East-West partnership in engineering education. Further information: Mr. Jan Pozár, Dept International Relations, Czech Technical University, Zikova 4, CZ-166 35 Praha 6, Czech Republic. Tel: +(42) 2 2431 0372/332 3465-8. Fax: +(42) 2 2431 1042/0783.

24-26 November 1994: **6th Annual EAIE Conference** (European Association for International Education), Elizabeth II Conference Centre, Londres. Theme: Quality in international education. Further information: EAIE Secretariat, Van Diemenstraat 344, NL-1013 CR Amsterdam, The Netherlands. Tel: (31) 20 625 2727. Fax: (31) 20 620 9406.



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