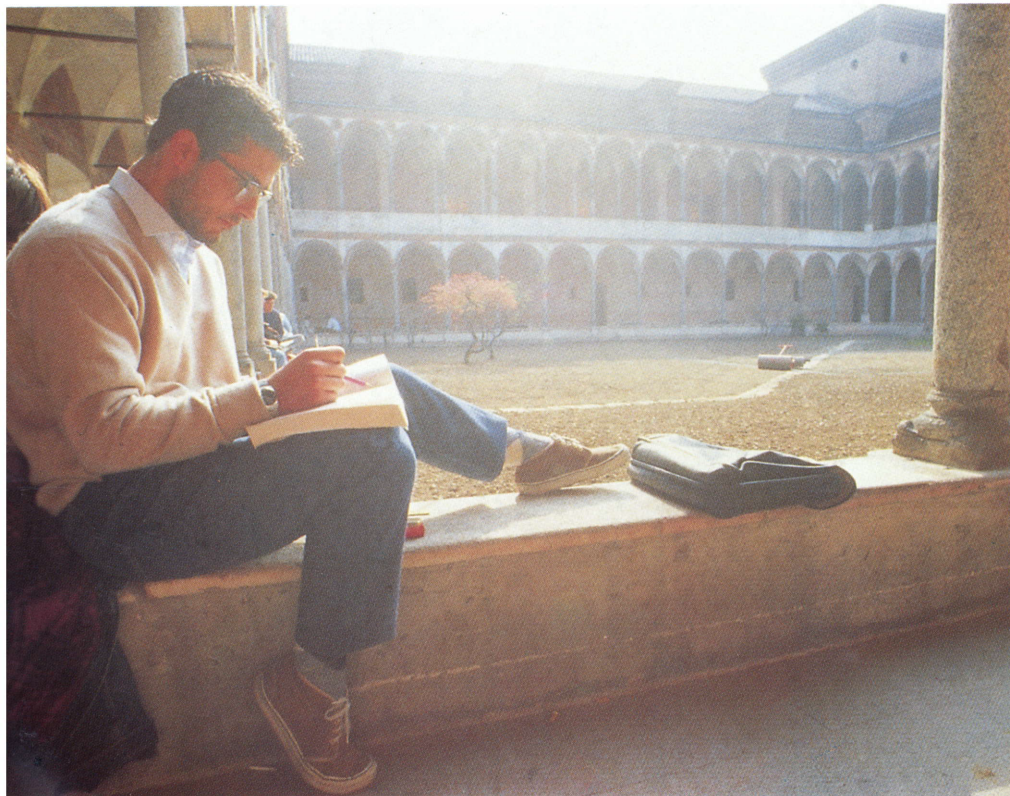



# EDUCATION AND TRAINING



  
Europe  
on the move



CEC

**A**s citizens of a Community which will shortly have no internal frontiers the people of Europe need to communicate and work with each other to an ever-increasing degree. With an eye to 1992 and, beyond that, to the year 2000, Europe's capacity for innovation, its competitiveness and its ability to create wealth and prosperity for all its citizens will depend very largely on how much it invests in human resources. This investment is primarily a matter of education and training. The Community aspires to promote the development of quality education and training by encouraging cooperation amongst Member States and, if necessary, supporting and adding to the measures which they take. At the same time it will respect the independence of existing education systems and the cultural diversity of Europe. In higher education the Community has a lot of ground to make up: the number of students is 39 per 1 000 population as against 66 in Japan and 79 in the USA. To coin a phrase, we are producing only half as much grey matter as the USA.

*'Time waits for no man, and 1992 is not so far off that we can afford to think no further than that date. Even now, we should be concentrating on two future requirements. First, the need to give the Community the dimension it has to have in matters of education, culture and social issues and, second the need to respond to the expectations voiced by the rest of Europe.'*

Jacques Delors,  
President of the  
EC Commission





*Jean Monnet, whose vision inspired the founding of the European Communities, said: 'We are not merging States, we are uniting people.' Ten or so Community programmes for education and training are helping to do just that, amongst them the Action Jean Monnet.*

Education and training occupy a strategic position which is central and crucial to the Community's economic, research and social policies. They also prepare young people and somewhat older people for European citizenship, by fostering the free movement of ideas and the acceptance of common values which go beyond those born purely of national and regional characteristics.

Throughout Europe, the priority must be

given to investing in education and training. The Community, whilst respecting the rich diversity of national traditions in education, seeks to improve the quality and mutual acknowledgement of training systems by increasing exchanges of information and experience and promoting the mobility of both students and knowledge. It wants to create a 'Europe of quality' in which ongoing training will stimulate expertise and creativity, and a 'Europe of solidarity' in which everyone will have an equal chance of securing access to education. At the same time, a greater number of exchanges will make for better understanding of the cultural diversities and democratic values which are common to all Member States of the Community.

To this end the Community has launched a series of programmes concerned with training, education and youth. These initiatives are notable above all for their cross-border operation, emphasis being placed on the need for more exchanges



*The young worker exchange programme was begun in 1963 and enables young workers to gain work experience or training in another Member State.*



and for networks within which partners can work together on joint projects. The programmes are implemented via a process of consultation and cooperation in which the European Commission is aided by governments, employers, trade unions, voluntary bodies, youth organizations, universities and other centres of education.

## VOCATIONAL TRAINING

The aims of the Petra programme are to train and prepare young people for the world of work. It enables them to receive one or two years of vocational training over and above their compulsory schooling and thus a chance to obtain qualifications. It also provides easier initial training for the training and teaching staff of technical and vocational networks. The Petra programme has given rise to a European network of partnerships which are already engaged in over 240 cross-border joint training projects.

The 'young worker exchange programme' also provides young workers or young unemployed people between 18 and 28 with the chance to obtain work experience or training in another Member State. This programme, which was started in 1963, will merge into the Petra programme.

## HIGHER EDUCATION

In 1988 the Community launched a programme aimed at greater mobility of young people within the Twelve: the Erasmus programme. One hundred and fifty thousand young people have already benefited and have spent a period of time studying in another Member State. This mobility of young people is assisted by grants but also by the establishment of a network of 'inter-university cooperation programmes' (ICPs). In March 1991, nearly 73 000 students were involved in these ICPs, 33% more than the year before.



Eureka Slide

Introduction of a system like this means that the universities have to recognize studies completed in another Member State. An experimental system (ECTS) has thus been in operation since 1989-90 which allows 'credits' to be accrued and transferred anywhere in the Community. In tandem with this system a network of national centres for information on recognized degrees, Naric, has been set up.

### Community programmes and budgets – useful addresses

Programme or initiative	Target group	Budget (million ECU <sup>1</sup> )	Address
Lingua	Students and teaching staff in vocational training (secondary level); business and industry personnel	200 (1990-94)	Equipe d'assistance Lingua Place du Luxembourg 2-3 B-1040 Brussels
Erasmus	Students in higher education	192 (1991-93)	Bureau Erasmus Rue d'Arlon 15 B-1050 Brussels
Comett	Students in higher education; business and industry personnel	200 (1990-94)	Bureau Comett Av. de Cortenberg 71 B-1040 Brussels
Petra	Young people undergoing initial training and persons with responsibility for training	15 (1991)	Ifaplan Square Ambiorix 32 B-1040 Brussels
Tempus	Young people in Central and Eastern Europe		Rue de Trèves 45 B-1040 Brussels
Force	Training staff and persons with responsibility for ongoing training	13 (1991)	Rue du Nord 34 B-1000 Brussels
Eurotecnet	Young people or business and industry personnel	2.2 (1991)	Rue des deux Eglises 37 B-1040 Brussels
Youth for Europe	Young people between 15 and 25	6.5 (1991)	Jeunesse pour l'Europe Place du Luxembourg 2-3 B-1040 Brussels
Arion	Education experts and persons with responsibility in the field		Equipe d'assistance Arion Pädagogischer Austauschdienst Nassestrasse 8 D-5300 Bonn 1
Action Jean Monnet	Centres of higher education		EC Commission-DG X – University Information rue de la Loi 200 B-1040 Brussels
Cedefop	Vocational training specialists		Cedefop Bundesallee 22 D-1000 Berlin 15
Eurydice	Persons with responsibility in education		Eurydice Rue Archimède 17 B-1040 Brussels

<sup>1</sup> 1 ECU (European currency unit) = approximately £ 0.69 on the basis of rates applying at the end of May 1991.

### Percentage of children in full-time education (excluding children in nursery school) Pupils and students in the population aged 5 to 24 (%)

	EUR 12	B	DK	D	GR	E	F	IRL	I	L	NL	P	UK
1980/1981	67.5	64.5	68.4	70.6	61.9 <sup>(1)</sup>	65.5	64.9		61.8	48.5	65.8	54.5	62.8
1984/1985	64.5	65.9	68.8	69.4	63.8	68.9	66.1	61.8	59.9	48.6	66.1	58.6	60.2
1988/1989	65.3	68.1	70.0	69.3	65.8	73.6	68.7	65.0	60.1	53.0	66.4	59.2	57.1

<sup>1</sup> 1981/1982 for Greece.

In addition to the Erasmus programme the Community also launched a Comett programme, which promotes cross-border cooperation between higher education and business and industry. Comett began in 1986 and aims to develop training in the new technologies. It thus meets the requirements of business and industry,



Eurydice

and particularly those of small and medium-sized enterprises. The second five-year phase of Comett was launched in 1990, when the programme had already set up 125 partnerships between universities and industry with 232 grants being awarded for staff exchanges between universities and industry. Some 329 joint training projects have also been funded.

In 1990 the Commission also launched the *Action Jean Monnet*, a programme designed to aid universities which want to develop training courses on Europe quickly. Under this, subsidies will be granted to universities for the joint funding of chairs in Community studies (91 to date), courses, study modules and research on European integration.



## ONGOING TRAINING

The Community's intention has been to provide not just initial vocational training, but ongoing training too. To this end a new programme has just been launched under the name Force. This will encourage investment in ongoing training, dissemination of the best training practices, innovative developments in management, methods and equipment, and measure to cope with the consequences of the single European market, notably measures which will cater for changing requirements in respect of qualifications.

As of 1985 the Eurotectnet programme has encouraged innovation in initial and ongoing vocational training to take account of technological change. A network of pilot projects is encouraging the proliferation of innovative activities through the creation of cross-border partnerships aided by the European Social Fund. The programme also funds cooperation in the area of research and the dissemination of research findings.

Lastly, the IRIS programme is concerned with devising training methods especially geared to women's needs and with increasing the commitment of the social partners to this.

The European Community receives help in devising and implementing its vocational training initiatives from the European Centre for the Development of Vocational Training (Cedefop), which has a remit to inform, conduct research and consult. Cedefop was set up by the Community in 1975 and is based in Berlin. It is administered with assistance from governments, employers and trade unions.

## LANGUAGE TEACHING

The prospect of a Europe without frontiers makes language learning more necessary than ever and, through it, the promotion of a European dimension in education. The lingua programme, which began in 1990, helps to fund scholarships, exchanges and teaching aids aimed at improving the quantity and quality of the language training given to citizens of the Twelve.

## EDUCATION

In 1976, in response to the evident need for mutual information and increased cooperation, the Council of the European Communities and the ministers of the Member States adopted a first resolution on education. They also decided to set up the Eurydice network to collect and disseminate information on national education policies and systems and Community initiatives. The aims of this network are pursued by the Arion programme which promotes the mobility of education experts and persons in positions of responsibility in the field. The Community also launched measures targeting specific groups such as children of migrant workers and the handicapped. Other measures are concerned with equal opportunities for girls and boys, the

*'Foreign language learning will be a major boost to the single market.'*

*Vasso Papandreou,  
Member of the  
EC Commission*

*Since 1988 the Community has been operating the Erasmus programme which aims to encourage student mobility within the Twelve. One hundred and fifty thousand young people have already taken part.*



*Eureka Slide*



introduction of new technologies at school, or aim to encourage new ways of thinking on environmental issues or health, for example.

## YOUTH

Education and vocational training cannot be the only channels for exchange between the young people of Europe. The Community thus launched the 'Youth for Europe' programme which encourages young people to meet in the context of joint projects of a cultural, social or other nature. Emphasis is placed on the cross-border character of these projects which is intended to create a European awareness and solidarity amongst young people aged 15 to 25.

## COOPERATION WITH THIRD COUNTRIES

On matters of education and training, as in many other areas too, the Twelve cooperate with their neighbours. The countries of the European Free Trade Association (EFTA) are already involved in the Comett programme. They will also be taking part shortly in the Erasmus programme. And as the countries of central and eastern Europe have moved towards democracy, contacts have also been developed with the East. Tempus, launched for the benefit of these countries, aids both youth exchanges and the mobility of students in higher education in order to promote the development of education and training systems.

Training and education are central and crucial to the Community's employment and research policies. There are thus a large number of links between the aforementioned programmes and other Community policies. Erasmus, for example, complements the research and development programme Science which encourages mobility amongst research workers. Comett and Eurotecnat interface with regional policy and the R&D programme Delta which funds the development of computerbased educational aids.

The European Social Fund, which is concerned primarily to create and safeguard jobs, especially in regions experiencing difficulties, helps with vocational training initiatives by funding a large number of national programmes with structural objectives, as well as Community initiatives of a cross-border nature. The latter are concerned with training for new qualifications (Euroform), equal opportunities for women (Now) and access to the labour market for handicapped people (Horizon).

*'Young people are a precious resource. We must prepare them for the rapid changes which will influence their lives. Cooperation with the systems of training in the Member States is paramount if we are to achieve this objective.'*

Vasso Papandreou,  
Member of the EC  
Commission

*Education and training ought, in future, to prepare young people of all ages for European citizenship, by fostering the free movement of ideas and the acceptance of common values.*



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