

SOCIAL EUROPE

Supplement on EDUCATION AND VOCATIONAL TRAINING WITHIN THE EUROPEAN COMMUNITY

Activities of the Commission of the European Communities
in 1983 and 1984



COMMISSION OF THE EUROPEAN COMMUNITIES

DIRECTORATE-GENERAL FOR EMPLOYMENT,
SOCIAL AFFAIRS AND EDUCATION

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**A contribution to the Standing Conference of European Ministers of Education
which was held in Brussels from 6 to 10 May 1985**



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INTRODUCTION

1. During 1983 and 1984, cooperation in the field of education within the European Community was intensified substantially as a result of a series of further political decisions taken by the Community institutions as well as by the increased resources available to support actions in this field from the Community budget. A number of new priority areas of action have also been initiated at Community level during this period, involving in particular a much more concerted approach to the development of education and vocational training policies in the face of economic, demographic and technological change.
2. In 1984, it is important to note in particular that the Council of the European Communities (hereafter called Council) adopted a series of conclusions regarding a Community medium-term social action programme, including the importance of education and vocational training policies as a vital and interdependent element in the overall social and economic policies to be pursued more vigorously at Community level. Whereas in the period from 1976-1982, attention had focused strongly on the links between education and social policy, especially in developing measures to combat growing unemployment, in the past two years, a new and growing emphasis has been given to the contribution of education and training to the task of modernising the economies and of exploiting the potential of the new technologies.
3. The Commission continued to collaborate closely in the work of the Education Committee, which is charged with responsibility for oversight of the education action programme and with the preparation of Ministerial meetings. The Education Committee, which consists of representatives of the education authorities of each Member State and of the Commission, has met once every 6 weeks or so throughout 1983 and 1984.
4. In the first chapter, an account is given of the main political developments which have arisen during 1983 and 1984 as a result of decisions taken by the institutions of the European Community and of new guidelines given by the European Council (the regular meetings of Heads of State and of Government at Community level). The report then highlights in a second chapter the main actions developed in the European Community in the following fields:
 - (i) Comparison of educational policies and the promotion of closer relations between the education systems;
 - (ii) The development of vocational training policies and comparability of vocational training qualifications;
 - (iii) Transition of young people from education to adult life,
 - (iv) The impact of new information technologies on education and vocational training;

- (v) Equal opportunities for girls and boys in education;
 - (vi) Special education of young disabled persons;
 - (vii) Education of the children of migrant workers;
 - (viii) Measures to combat illiteracy;
 - (ix) Foreign language teaching and support to lesser used languages and cultures;
 - (x) Cooperation in the higher education field;
 - (xi) Recognition of academic diplomas and periods of study;
 - (xii) Exchanges of young people, and relations with youth organisations;
 - (xiii) Relations with organisations representing teachers, teacher training organisations and parent-school associations.
5. In the third and final chapter, the Commission summarises the main forms of cooperation with international organisations active in the field of education, giving examples of recent projects involving cooperation.
6. It should be noted that this report is deliberately confined to activities directly linked with the implementation of the education action programme set up in February 1976 by the Council and Ministers of Education¹ and to activities relating to the pursuit of the Community's vocational training policies. The report does not therefore provide an exhaustive account of all Community activities involving education and training as a dimension of various sectoral policies, including culture and in particular does not detail actions related to research, development and cooperation, or environmental policy. The report does not attempt either to give details of the developments taking place during 1983 and 1984 at the level of the European University Institute in Florence, in the European Schools in the Community or in relation to the European Foundation due to come into operation during 1985.

¹ OJ N° C 38/1 - 19.2.1976

I. EUROPEAN COUNCIL, COUNCIL AND EUROPEAN PARLIAMENT

A. MEETINGS OF THE EUROPEAN COUNCILS : 1983 AND 1984

1. On the occasion of several recent meetings of the European Council, the Heads of State and of Government of the European Community have stressed the importance they attach to education in the development of more effective social and economic policies and in contributing in the creation of a people's Europe.
2. At Stuttgart, on 19 June 1983, they signed the Solemn Declaration on European Union. The text of this Declaration commits the Member States to seeking the fullest cooperation between themselves in a wide range of areas, in particular in those which are not covered by the Treaties establishing the European Community. The text particularly referred to cultural cooperation and the need "to affirm the awareness of a common cultural heritage as an element in the European identity". Inter alia, the Heads of State and of Government agreed to promote, encourage or facilitate the following measures, taking account of their respective constitutional provisions:
 - closer cooperation between establishments of higher education, including exchanges of teachers and students;
 - intensified exchanges of experience, particularly among young people, and development of the teaching of the languages of the Member States of the Community;
 - improving the level of knowledge about other Member States of the Community and of information on Europe's history and culture so as to promote a European awareness;
 - development of the activities of the European Foundation and the European University Institute in Florence.
3. As has been the case at successive European Councils in recent years, the Heads of State and of Government also showed their concern at Stuttgart over the employment situation in the European Community, regretting in particular the fact that over 4.5 million young people under 25 are without work, many of them experiencing periods of unemployment of well over 12 months. With this background in view, they called for the new decisions in the Council on vocational training policies to be implemented as speedily and with as lasting an effect as possible, together with other counter-unemployment measures.
4. At Fontainebleau, moreover, on 25 and 26 June 1984, at a further meeting of the European Council, they called on the Member States and the Community institutions to speed up the efforts required to establish a general system for ensuring the mutual recognition of diplomas acquired within universities and higher education institutions of the various Member States, so as to bring about the effective freedom of establishment within the Community. This request formed part of a package of measures to be considered by a special ad hoc Committee with a view to strengthening the identity of the European Community and to promoting its image for its citizens and for the rest of the world. This ad hoc Committee was subsequently set up and delivered an initial report to the European Council at its meeting in Dublin in December 1984.

5. At Fontainebleau, they also asked the Commission to carry out the work programme set out in the Community's medium-term social action plan, adopted by the Social Affairs Council on 7 June 1984, and to forge ahead with the work stemming from the adoption by the Council in June 1984 of a series of conclusions on technological change and social adjustment. These latter conclusions included as a top priority the need to harness education and training policies to the Community-wide strategy for industrial development.

B. MEETINGS OF THE COUNCIL AND MINISTERS OF EDUCATION WITHIN THE FRAMEWORK OF THE COUNCIL

1983

1. A major feature of the last 2 years has been the increasingly close links which have been established between education and other related areas of policy development at Community level, most especially with the vocational training policies which are being pursued on the basis of the Treaty of Rome. On 3 June 1983 a first joint meeting of the Council involving both Education and Employment Ministers took place at Luxembourg, following separate sessions of Education and Employment Ministers the previous day. Taken together, these three ministerial meetings resulted in an important series of new agreements establishing a more concerted Community approach to education and vocational training and setting out a new Community-wide strategy for the development of vocational training policies in the 1980s.
2. In nearly all Member States responsibility for vocational training, at the interface between education and employment policy, has for years been shared between a range of different authorities, whose objectives and methods of operation did not always coincide. Since the beginning of the economic recession and the continuing rise in unemployment, especially among young people, the division of responsibilities in the area of vocational training has appeared increasingly arbitrary and artificial. Under this pressure closer cooperation between manpower and education authorities in particular has developed, especially in connection with initiatives to improve the transition of young people from school to working life.
3. Weaving together the various strands of Community activity in the field of vocational training, the Commission proposed to the Council - in a communication accompanied by a draft Council resolution¹ - a broad framework for the further development of vocational training policy and specific guidelines for action which would take account of the economic, social and demographic changes likely to affect the Member States during the 1980s.
4. In adopting a joint resolution on this subject, the Ministers of Employment and Social Affairs and Ministers for Education meeting within the Council emphasised the role of training both as an essential element of the comprehensive strategy required in support of job creation and economic adjustment and as an instrument for promoting equal opportunities in society.
5. Perhaps the most significant aspect of this resolution is the commitment which was made by all Member States to provide within the next five years (i.e. by the end of 1988), for all young people who so wish, a minimum

¹ OJ C 306, 23.11.1982

period of basic training after they have completed their compulsory schooling. This commitment is based broadly on the concept of a 'social guarantee' put forward by the Commission. It is set in the wider context of a Community-wide concern to promote continuing education endeavours aimed mainly at improving basic skills among the long-term unemployed, supporting positive measures for women and promoting local job-creation initiatives.

6. To complement the broad Community strategy for action in the field of vocational training, three more specific programmes were adopted by the Ministers.
7. The first programme² adopted by Education Ministers dealt with the introduction of new technologies in the school systems and gave birth to a first series of cooperative efforts in this field designed to pool experience on the most effective ways of familiarising young people with the new information technologies and their effects.
8. The priority themes of the second programme³, adopted by Ministers of Employment, dealt with the impact of these new information technologies on vocational training, and included the commitment to assess the potential of these technologies and their impact on small and medium-sized businesses, as well as on the training and retraining programmes for young people, women and skilled workers affected by industrial restructuring.
9. The third programme⁴ was concerned with the transition of young people from school to active and working life. On the basis of the extremely positive outcome of the first programme of pilot projects and a valuable process of exchange of experience on a Community-wide basis, launched by the Ministers of Education in 1976⁵, a series of specific guidelines for future policy were adopted, this time by the Ministers of Employment and Education acting together. These guidelines placed particular emphasis on improving coordination at national, regional and local level and on liaison between schools and their local community, including the world of work, as the preconditions for providing effective vocational guidance for young people during the final period of compulsory schooling. The second programme, involving 30 new pilot experiments to be launched during 1983, would further develop these themes particularly in the light of the dramatic youth unemployment situation in the European Community as a whole.
10. At the same meeting involving Ministers of Education and Employment, on 2 June 1983, the Council also had the task of redefining the tasks and operation of the European Social Fund, the Community's main financial instrument to support employment and training policies. The Council's decision on that occasion was of particular significance in that it expressed a more explicit determination on the part of the Member States to ensure that Social Fund interventions reflect both the scale and nature of their new commitments in respect of vocational training policy and programmes.

² OJ C 256, 24.9.1983

³ OJ C 166, 25.6.1983

⁴ OJ C 193, 28.7.1982

⁵ OJ C 308/1 30.12.1976

11. The Council agreed that not less than 75% of the resources of the European Social Fund would be allocated to young people under the age of 25, thereby confirming a previous trend in the Fund's activities. Up to that time the Fund had been precluded from financing the initial training of young people immediately after completion of their compulsory schooling. This restriction was thus lifted and the scope of Fund intervention was thus broadened considerably. A further significant development was the strengthening of the Fund's capacity to finance innovatory projects and the exchange of experience between Member States in the vocational training and employment field, by the setting aside of up to 5% of total Fund appropriations for this purpose.

1984

12. On 4 June 1984, in Luxembourg the Council and Ministers of Education meeting within the framework of the Council reached political agreement on a further series of new measures to be implemented on a joint basis in the Community in the following fields:

- the teaching of foreign languages;
- the education of the children of migrant workers;
- the integration of disabled young persons into the main school systems;
- the fight to eliminate the problem of illiteracy experienced by many school-leavers.

13. At the same session, Ministers engaged in a wide-ranging debate on the implications of demographic change on the education systems at a time also of high youth unemployment and financial cuts to national education budgets. This debate, which focused on the medium and longer term challenges to the education systems, was based on the Commission's report, prepared with the technical assistance of the EURYDICE network, analysing policy measures taken in Member States in response to the various demographic changes affecting the different Member States. Ministers also agreed to consider the possibility of further cooperation in promoting a European dimension in schools.

14. The Council and Ministers of Education finally give a further impetus to cooperation regarding the introduction of new information technologies in education, and thus made an important contribution to the wide-ranging response of the Council for Labour and Social Affairs, which met on 7 June 1984, to the Commission's communication on technological change and social adjustment issued earlier in the year.

C. THE EUROPEAN PARLIAMENT

1. The European dimension to cooperation in the field of education has also been strengthened progressively as a result of the active role of the European Parliament in identifying priorities for action at Community level and in ensuring the availability of the necessary financial resources for educational projects in the Community budget. No fewer than sixteen resolutions directly or indirectly concerned with education were adopted by the European Parliament since the last report; these included resolutions on multilingualism in the European Community⁶, the teaching of

⁶ OJ C 292, 8.11.1982

human rights in the European Community⁷, foreign language teaching in the Community⁸, measures in favour of minority languages and culture⁹, the promotion of youth exchanges¹⁰, promotion of employment for young people¹¹, the establishment of a school textbook commission¹², intensification of Community action in the cultural field¹³, Community policy on tourism¹⁴, a European Voluntary Service Scheme for Young People¹⁵, the situation of women in Europe¹⁶, the academic recognition of diplomas and periods of study¹⁷, freedom of education in the European Community¹⁸, higher education and the development of cooperation between higher education establishments¹⁹, education for children whose parents have no fixed abode²⁰, and the use of languages in the Community²¹.

2. The growing number of resolutions, and the wide range of written and oral questions addressed by the Parliament to the Commission and to the Council, provides clear evidence of the keen interest of many members of Parliament in promoting more intensive educational cooperation between Member States. In general, these initiatives have been prepared by the Parliament's Committee on Youth, Education, Culture, Information and Sport, which meets once each month to prepare initiatives and review progress in the education field.
3. It is essential, moreover, to note the Resolutions adopted by the Parliament in the field of vocational training, which generally tended to be prepared by its Employment and Social Affairs Committee. In particular²² on 17 May 1983 the Parliament decided on a wide-ranging Resolution²² on the promotion of vocational training policies in the

⁷ OJ C 304, 22.11.1982, p.255

⁸ OJ C 68, 14.3.1983, p.105

⁹ OJ C 68, 14.3.1983, p.103

¹⁰ OJ C 184, 11.7.1983, p.22

¹¹ OJ C 307, 14.11.1983, p.92

¹² OJ C 307, 14.11.1983, p.36

¹³ OJ C 342, 19.12.1983, p.127

¹⁴ OJ C 10, 16.1.1984, p.281

¹⁵ OJ C 10, 16.1.1984, p.286

¹⁶ OJ C 46, 20.2.1984 p.42

¹⁷ OJ C 104, 16.4.1984, p.64

¹⁸ OJ C 104, 16.4.1984, p.69

¹⁹ OJ C 104, 16.4.1984, p.50

²⁰ OJ C 104, 16.4.1984, p. 144

²¹ OJ C 127, 14.5.1984, p. 139

²² OJ C 277, 17.10.1983

1980s, including consideration of the impact of new information technologies on training systems. This response from the Parliament to the Commission's proposals in this field served to complement the omnibus Resolution on education policy which it adopted on 11 March 1982.

4. Reference has also to be made to the Resolution adopted by the Parliament concerning the substance of the preliminary draft Treaty establishing European Union, which was adopted on 14 September 1983. This proposal for legal changes to the basis of the future development of the European Community included a section on education, stipulating as the task of European Union:
 - (a) to create a context that will help inculcate in the public an awareness of the Union's own identity;
 - (b) to ensure a minimum standard of training creating the opportunity for free choice of career, job or training establishment anywhere in the Union.
5. To this end, the Parliament proposed that the Union shall have concurrent competence to adopt the following regulations:
 - (a) the Union-wide validity of diplomas, examination certificates and other qualifications and the equal recognition of school, study and training periods;
 - (b) to promote the development of common or comparable training programmes through training establishments and in the school and higher education system through the ministries or universities of the Member States.
6. Finally, in determining the 1983 and 1984 budgets, the European Parliament played an important part in the decisions of the budgetary authority in securing additional resources for actions in the field of education and vocational training. It is worth noting that for the first time in 1983 the European Parliament took the initiative of introducing budgetary provision for the protection and promotion of the Community's lesser used languages and cultures, and in 1984 for actions in support of youth exchanges and cooperation between universities and other institutions of higher education.

II. SPECIFIC DEVELOPMENTS IN EDUCATION AND VOCATIONAL TRAINING

(i) Comparison of education policies in the Community

1. One of the main objectives of the Community education action programme from the outset has been to extend mutual understanding of each other's educational systems, the similarities or differences in basic structures, legal and administrative, as well as of the major changes arising from new policy initiatives and governmental decisions in the various Member States. A deliberate effort has been made through the activities sponsored by the Education Committee to improve the collective capacity of Member States to learn about and from each other, since the historic connections of Member Countries individually have not always been primarily with those who are now their partners within the European Community.
2. This growing collective understanding of each others' systems and structures of education provides the basic building blocks on which a wide variety of practical projects of collaboration can be established. It forms an essential part of the long-term effort required from the Commission in partnership with Member States to seed a multiplicity of exchanges, joint projects and pooled endeavours on themes of mutual concern which then have their own momentum subsequently in sustaining and spreading more widely the commitment and motivation to educational collaboration within the Community, as a natural way of operation.
3. The Education Committee, whose membership consists of representatives from each Member State and from the Commission, has continued to meet every 6 weeks to oversee the implementation of the action programme, to plan the detailed work programme, and to prepare the ministerial sessions. During 1983 and 1984, attention was focused mainly on the impact of demographic changes on the policies for the school systems, in particular on teacher recruitment. Following the Ministerial meeting held in June 1984, it has been agreed by the Education Committee to launch two new enquiries: the first to provide a comprehensive picture of the conditions of service of members of the teaching profession in the different Member States; the second to highlight the main issues involved in improving the quality of teachers, particularly through in-service training programmes, to cope with the many new challenges they face in adapting their teaching to changing social, economic and technological circumstances.
4. A first meeting of Directors-General of Secondary Education was organised at Montpellier in June 1984 by the French authorities, in cooperation with the Commission, to examine the main reforms in training which affect the final period of compulsory schooling and the organisational arrangements for providing for the 16-18 age group. This meeting forms part of a long-standing series of seminars designed to permit an informal exchange of ideas between the most senior policy makers in the educational field.

Study visits for education specialists

5. Since the education action programme was first launched in cooperation with the education authorities of the Member States, the Commission has been running a scheme of study visits for educational administrators with local and regional responsibilities and also for heads of schools.

To date more than 1,000 education specialists have taken part in this programme, involving in 1984 around 300 individual grants from the Commission.

6. The principal objective of the study visits has been the study of general or technical education in the host country for the period 11 years of age to the end of compulsory education. The aim has been to provide the opportunity for participants to acquire through direct contact a greater understanding of systems, structures, methods and approaches in another country, and to benefit therefrom in their home circumstances. Arrangements have been made with the national authorities to encourage participants to spread the experience they have acquired within their own establishments and professional circles.
7. During 1984, for the first time, this scheme, which is administered on behalf of the Commission by the Pädagogischer Austauschdienst, also provided an opportunity for 46 education specialists to study developments in other Member States concerning the introduction of new information technologies into the school systems.
8. Arrangements have been approved by the Education Committee to extend the scheme to cater for the following themes:
 - the general organisation of educational provision in the host Member State, including in particular new methods of organising certification and assessment for those young people who are at risk in the final period of education, whether general or vocation;
 - special education for young disabled persons (i.e. the integration of children with physical (including sensory) or mental disabilities, into the normal school system);
 - the promotion of equality of choice and opportunity for girls in school (including both general and vocational education), and measures to reduce sex-stereotyping at all areas of educational provision.
9. In addition, so as to give a further impetus to the comparison of education policy developments, in the European Community, the Commission has organised, in collaboration with the Education Committee, a number of seminars bringing together policymakers and practitioners from the different Member States to consider special topics of common concern. Local and regional policymakers have been involved in this way to ensure a reflection of the diversity in the make up of the different educational systems. In this context, for example, a seminar was organised by the Belgian Government with the support of the Commission, at Deurne from 5-8 March 1984, and was devoted to an examination of the education needs and provisions for young people between the ages of 14 and 16. This discussions covered relations between pupils and teachers, and systems of pupil assessment and certification.
10. The Commission moreover assisted the Greek authorities in the organisation, on 14-16 December 1983, of a conference in Athens designed to disseminate in Greece the results of the first Community programme of pilot projects on the transition of young people from education to adult and working life, which was completed before Greece became a full member of the European Community.

EURYDICE

11. The existence of a data base on education policies to underpin the process of educational cooperation has been increasingly recognised to be essential to the effective implementation of the education action programme as a whole. This is particularly required by the Commission, in cooperation with the Education Committee, to design proposals which respect the diversity of national systems and yet promote closer relations between them. Over the last 2 years, therefore, the Commission has intensified its efforts and worked effectively with all Member States to consolidate the network of arrangements which now link officially designated referral points in each Member State with the Commission through a central unit located in Brussels. This operation has been called EURYDICE, the information network on educational policy in the European Community, and is available both to underpin the specific projects set up under the auspices of the education action programme at Community level and at the same time to arrange the process of cross-questioning between Member States which can enhance their individual capacity to produce national reforms in the light of a wider European awareness of policy developments. The national referral points are generally located within national Ministries of Education, and the heads of the national units meet regularly with the Commission, with the technical support of its central unit which has been set up to animate and develop the network, and during 1983 and 1984 have begun to produce a series of dossiers on issues of common interest.

Educational statistics

12. The Statistical Office of the European Communities has continued to issue its regular publication of educational statistics compiled with the cooperation of national statistical departments, presenting these statistics, where possible, in harmonised form to facilitate their interpretation on a comparative basis. Since 1983-84 the Statistical Office has also been publishing data on public expenditure by the Member States in the fields of education and vocational training. It also embarked on a study to provide data about all persons receiving vocational training in the Community, covering training provided both by schools and institutions of further education as well as by companies.

(ii) Development of common vocational training policies and comparability of vocational training qualifications

1. In June 1983 the Joint Council of Employment and Education Ministers agreed two major policy documents, on the basis of proposals from the Commission, which together provide a coherent overall strategic framework for the development of Community actions in the field of vocational training for the period 1983-88.

2. The Council Resolution on "Vocational training policies in the European Community in the 1980s"²³ is essentially designed to support the development of vocational training policies, programmes and structures in the Community so as to create a flexible and skilled workforce capable of producing the necessary wealth to sustain and increase the

²³ OJ N° 193/2 of 20 July 1983; based on proposals in the Commission's Communication COM(82)637 final of 21 October 1982

economic and social well-being of all the Community's citizens. It is complemented by the Council Resolution adopted on 2 June 1983²⁴ on vocational training measures relating to new information technologies, which are described in more detail in Section (iv) of this chapter.

3. The first of these Resolutions represents the first comprehensive statement of the Communities' strategy on vocational training since the pioneering Council Decision of 2 April 1963. Through it the Member States have asserted their political will to work together, with the support of the Commission, to meet the complex economic, social, industrial and technological challenges of the 1980s. In a real sense, however, the two Resolutions taken together are not an end but a beginning. It is now the Commission's particular responsibility to coordinate action to implement the Resolution, and especially to ensure that the ideas and experiences gained through the programme of demonstration projects to be set up over the next year are disseminated and used as widely as possible.
4. The new strategy set out in the Resolution singled out three priority themes:
 - the preparation of young people for adult and working life;
 - the expansion, within the labour market, of opportunities for training and for employment;
 - the contribution of training to the creation of new economic activities, especially at the local level.
5. The centrepiece of the Council Resolution - and indeed of the Commission's proposals - is the commitment by Member States to expand and improve the vocational training of young people leaving school. To quote the Resolution:

"During the next five years, taking account of the responsibilities of the two sides of industry in this area, Member States:

 - (i) will do their utmost to ensure that all young people who so wish, and particularly those without educational or vocational qualifications, can benefit over a period of at least six months and if possible one year following full compulsory education from a full-time programme involving basis training and/or initial work experience to prepare them for an occupation;
 - (ii) will, moreover, pursue their efforts, in the context of their national policies and practices, to see that for young people without sufficient qualifications, including particularly those who are looking for work, adequate opportunities of vocational training designed to improve their skills and qualifications are available".
6. In its broad sweep and content the Resolution accords with the Commission's original proposals. But a number of changes were introduced by the Council, of which one is of particular significance. The concept of the 'social guarantee' is given a much more restricted

²⁴ OJ N° C 166/1 of 25 June 1983; based on proposals in the Commission's Communication COM(82)296 final of 3 June 1982

definition in the Council Resolution than in the Commission's Communication. The Commission had called for a guarantee of one year's foundation training and an entitlement to a second year of more advanced training to be available up to the age of 25. The Council Resolution makes a commitment to a minimum guarantee of only 6 to 12 months' foundation training, and though Member States have agreed to do their best to make additional training opportunities available to young people, they have not yet accepted a specific commitment to a second year of further training.

7. Though the policy for young people is the dominant aspect of the Resolution, the text also calls for action to improve women's access to training programmes, including special assistance for women living in rural areas for whom conventional training provision is often inadequate. The Resolution further highlights the position of adults lacking basic skills in an increasingly technological and knowledge-based society. And in a period where the need to create new jobs has never been greater, the Resolution seeks ways of maximising the contribution of training to employment generation at local level.
8. Underpinning the policy framework set out in the Resolution is a range of supporting activities to be implemented by the Commission, in cooperation with the Member States. These include the establishment of networks of demonstration projects, designed to encourage innovation and to enable promising new developments to be exploited systematically throughout the Community; the monitoring and evaluation of training programmes, and the organisation of seminars and exchanges of personnel to ensure that ideas and experience can be fully shared between and within Member States. During 1984 the Commission therefore decided to launch a scheme of study visits for vocational training specialists which will in particular focus on vocational training and the introduction of new technologies, and the vocational training of young people in the context of employment initiatives, especially at the local level. The Commission has invited CEDEFOP to administer the scheme in view of CEDEFOP's important role as the organisation set up at Community level to provide, inter alia, technical assistance to the Commission in promoting exchanges of ideas and information in the vocational training field.

Advisory Committee for Vocational Training

9. The progress of Community developments in vocational training is carefully monitored each year by the Commission's Advisory Committee for Vocational Training, a 90 strong tripartite Committee consisting of representatives of governments, employers and trade unions from all Member States. The OECD, ILO and Council of Europe are invited to participate in all meetings of this Committee.
10. During 1984, the Commission also initiated discussions with this Committee on the importance of building up a much stronger commitment to adult training as a necessary complement to the extended youth training provisions at Community level. The Advisory Committee also welcomed the draft Commission report on the situation regarding vocational guidance and counselling in the Member States in 1984.
11. In December 1984, the Council of Labour and Social Affairs Ministers adopted a Resolution calling for further measures to combat long-term unemployment in the Community, and in preparation for these efforts a

study has been initiated of the most effective methods of delivering better training programmes designed to assist both young and adult long-term unemployed to secure productive activity of one kind or another.

European Social Fund

12. The European Social Fund was reviewed in 1983 on the basis of proposals from the Commission. The rules of the new Fund which came into effect in 1984 are designed to make it a more efficient and flexible instrument of manpower policy.
13. The new provisions²⁵ for the European Social Fund establish the framework in which the Commission adopts its annual guidelines for the management of the Fund. Fund assistance is granted in the first place to promote employment for young people under the age of 25, in particular those whose chances of finding a job are especially poor - for example, because of a lack of vocational training or inadequate training - and for the long-term unemployed. Assistance for persons over the age of 25 is to go mainly to the unemployed (especially the long-term unemployed), persons threatened with unemployment, women wishing to return to work, handicapped persons, migrant workers and people employed in small or medium-sized undertakings. In addition, the Fund can now finance the training of instructors, development agents and vocational-guidance or placement experts. In all, the European Social Fund made available during 1984 the sum of 1,437 million ECU to operations in favour of youth.
14. The Fund's capacity to support innovatory activity, especially (but not exclusively) in the field of vocational training, has been considerably strengthened. In 1984, 84 million ECUs were allocated as a 50% counterpart contribution to public funding for this purpose. Since 1984 the Commission is engaged in establishing arrangements to evaluate the innovatory projects financed by the Social Fund, especially in the priority areas identified in the above-mentioned Council Resolutions.

Adult training in residential centres

15. The first European Community programme promoting the continuing education and training of adults, in particular through the development of cooperative programmes involving residential centres for adult education and training, was successfully launched in 1983 by the Commission, following the initiative of the European Parliament to establish a budget line specifically for that purpose.
16. Grants for a number of cooperative programmes were allocated by the Commission to experimental projects centered around the following three themes:
 - training measures aimed at adapting the qualifications of workers threatened with unemployment, and at ensuring the social reintegration of long term unemployed adults;
 - basic adult education, including literacy and numeracy, with a particular emphasis on experience involving the use of multimedia or distance education methods in local communities;

²⁵ OJ C 5, 10.1.1984

- education and training measures which contribute to the re-generation of disadvantaged areas, urban or rural, linked to integrated programmes of socio-economic development.

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

Comparability of vocational training qualifications

18. In September 1983, the Commission transmitted a Communication to the Council²⁶, embodying a draft Decision of the Council, on the comparability of vocational training qualifications between the Member States.
19. This initiative was designed to contribute towards the progressive achievement of one of the basic aims of the Treaty - full freedom of movement for workers. The primary purpose is to enable workers, and especially skilled workers in the first instance, to use the qualifications obtained in one Member State for the purposes of access to employment in another Member State.
20. Work had been carried out by the Commission with the assistance of its Advisory Committee for Vocational Training, and of the European Centre for the Development of Vocational Training (CEDEFOP), Berlin, over a long period, to establish a basic methodology for tackling the problem of comparing the multiplicity of vocational training qualifications in the Community.
21. An agreed Community structure of levels of training had been evolved, which identified five levels of training corresponding broadly to the semi-skilled, technician, higher technician and full university levels. For certain priority occupations at the skilled worker level, detailed work of a pilot nature had been carried out in expert groups to develop agreed Community job descriptions and comparative tables of qualifications. The occupations so far examined are in the electrician, motor vehicle mechanic, and hotel and restaurant groups of skilled workers.
22. The Commission has therefore proposed that the Council endorse the tried and tested procedures for establishing the comparability of vocational training qualifications, and the results of the work thus far carried out for specific groups of occupations. It has also proposed the setting up in each Member State of a national coordination office which would be responsible for acting as a focal point for information and for the issue of certificates attesting the comparability of vocational training qualifications.

²⁶ COM(83) 482 final of 7 September 1983

23. The initiatives proposed in the Communication and accompanying draft Decision of the Council represent a step towards implementing one of the long established principles for a common vocational training policy in the Community²⁷. This provides for the progressive harmonisation of levels of training between the Member States, the drawing up of standardised descriptions of job requirements for occupations which call for specific vocational training, and the drawing up of comparative tables of the various diplomas, certificates and other evidence of formal qualifications which meet those requirements.
24. The Economic and Social Committee on 14 December 1983 adopted a favourable Opinion on the text proposed by the Commission²⁸. The European Parliament on 17 February 1984 also adopted a Resolution closing the procedure for consultation, by²⁹ an opinion which also strongly supported the Commission's proposal.

The European Centre for the Development of Vocational Training (CEDEFOP)

25. An essential support to the Commission in the development and management of the common vocational training policy continues to be provided by CEDEFOP, which is based in Berlin. Established in 1975, the tasks of CEDEFOP are to: assist the Commission in encouraging at Community level the promotion and development of vocational training and continuing education; compile documentation comprising, among others, progress reports and recent research studies in relevant fields; contribute to the further development and coordination of research in relevant fields; foster the exchange of information and experience; disseminate information and documentation; encourage and support initiatives facilitating concerted action in solving vocational training problems.
26. CEDEFOP's statute provides that to ensure the achievement of its objectives, it may: organise courses and seminars; conclude study contracts and furthermore commission or, when necessary, carry out pilot projects and individual projects which contribute to the implementation of its work programme; publish and disseminate useful documentation, in particular a Community vocational training bulletin.
27. CEDEFOP is managed by a Management Board on which the social partners, the governments of the Member States, and the Commission are represented. The Centre is wholly financed by the Community Budget.
28. CEDEFOP's work ranges very widely over issues such as the integration of young people into working life, initial vocational training, continuing education and training and paid educational leave.
29. Amongst the main themes considered by CEDEFOP during 1983 and 1984 have been the following: vocational training and youth unemployment; the equality of opportunity for women; the problems of migrant workers; the training of trainers; technological development and qualification; and

²⁷ OJ of 20.4.1963, p.1338

²⁸ OJ N° C 35 of 9.2.1984, p.12

²⁹ OJ N° C 77 of 19.3.1984, p.137

the approximation of levels of training. The Commission has drawn on the fruits of the CEDEFOP's studies and conferences for the development of its policy proposals.

30. CEDEFOP has published the majority of studies undertaken for it on subjects such as those indicated above, and in addition has issued a series of monographs describing the vocational training systems of the Member States. A comparative volume on the vocational training systems has been published in German, English, French and Danish. Full details of CEDEFOP's work are available in the Annual Work Programme and Report, and "Guidelines for the activities of CEDEFOP 1983-1985".

Aid and technical assistance to Greece and Portugal

31. In accordance with the Council Resolution (EEC) N° 815/84 of 26 March 1984 concerning exceptional support in favour of Greece in the social field, technical assistance was granted to the Hellenic Republic in relation to the construction, adaptation and equipment of vocational training centres. A study aimed at examining vocational training needs and plans linked to the provision of training centres in the Athens area was launched by the Commission in the Autumn of 1984.
32. During 1984, vocational training featured prominently in the pre-accession aid accorded to Portugal. Further progress was made in the setting up of 10 vocational training centres, supported by the European Community, under a broad national programme, which seeks to increase training capacity, improve its regional distribution and tailor it to the social and economic needs of the country.

(iii) Transition of young people from school to adult and working life

1. During 1983 and 1984, an important part of the European Community's response to the problem of youth unemployment is its second Action Programme of pilot projects on the transition of young people from education to adult and working life. This new three-year programme started in September 1983 and built on the success of the first programme which ran from 1978-1982.
2. The purpose of the European Community's first programme was to stimulate and observe good practice in different countries, and to try to pick out some general principles or guidelines on key questions and needs, to help those responsible for providing education and training in the 'transition years' (i.e. for young people between 14 and 18).
3. When the Community Programme began, its main target was the educationally disadvantaged: the drop-out, the low-achiever, the unmotivated, the early school-leaver. In 1976 they were the ones most likely to experience unemployment. But it had become clear that the problem of transition should not be linked exclusively to the problems of risk groups, for two reasons. First, because unemployment had become so much more general, and second, because the evidence suggested that a much wider range of young people experience severe problems in their transition to adult and working life. The projects should therefore be regarded as action research to provide the foundation for fundamental changes in existing education and training systems, rather than alternatives to them.

4. The Joint Council meeting involving both Education and Labour Ministers held on 3 June 1983 examined the results of the first action programme conducted during the period 1977-1982. While expressing its satisfaction with the results obtained, the Council found that the problems related to this transition were rendered all the more acute by the continuing economic recession. The Council therefore agreed to further joint action designed to assist Member States to develop their policies for young people between 14 and 18 years of age.
5. Thirty pilot projects were then chosen to take part in the second programme by the national education authorities of the Member States, in consultation with the regional or local authorities and the Commission. Financing of the projects is shared equally between the Member States and the European Commission, the latter having allocated 5.3 million ECUs in 1984 for this purpose. Included in this amount are 1.4 million ECUs to be spent on promoting interaction between projects in the different countries, including workshops, inter-project visits, reporting and evaluation, and the dissemination of material in all Community languages.
6. The projects differ in size and are geographically well spread throughout the Community, from Glasgow and Copenhagen in the North to Salonika and Calabria in the South. Whether they are based in declining industrial areas, or rural areas with high unemployment, they all emphasise the importance of involving the local community. A special feature of this programme is that in most cases the projects are not just based in schools or institutions for training, but in a specific area or district. The idea here is to "open up" the schools to their local community or environment; to build links between schools and all kinds of professional and other bodies and services in the community, and to use the "real world" in the local area to the maximum as a medium for educating young people. One angle of current interest is of course the link between the projects and attempts at the local level to create new forms of employment.
7. Each pilot project is focused on one or more of the six themes mentioned in the Resolution. They are:
 - using the out-of-school environment
 - involving adults in the work of school
 - the provision of guidance and counselling
 - the development of forms of work experience
 - new forms of certification and assessment
 - the development of staff in-service training related to these needs.
8. There is also a general commitment to ensuring equal opportunities for girls and boys. Some projects will try to counteract the effects of sex-stereotyping. In addition, the needs of young migrants are the main focus of a number of projects, connecting school, training institutions and the local community.

9. The projects together constitute a network of experiments. The Commission is responsible for putting groups of projects in the network in touch with each other. In this way Member States can benefit from a real European dimension. For this, there are visits between projects to enable them to learn from each other, and workshops to study and crystallise new ideas emerging from the experiments.
10. The Action Programme is supported by a central team of reporters who help organise and promote the exchange of ideas between projects through reports and visits. This "networking" is focused on thematic areas which are shared by projects and which correspond roughly to the themes mentioned above: the use of work experience, more equal opportunities for girls and young women, improving guidance and "youth information", new developments in assessment and certification, the education needs of young migrants, the growth of "entrepreneurship education", the school and social action, and ways of meeting the various kinds of need for improving the capacities of trainers, teaching staff and other specialists to assist young people during the period of transition.
11. Progressively over the past year close links have been established between this experimental programme and the policies developed in the field of vocational training after the end of compulsory education as referred to in (ii) above.

(iv) Introduction of new technologies in education and vocational training systems

1. On 2 June 1983 the Council meeting on employment and social affairs adopted a Resolution on the measures relating to training and the new information technologies³⁰, which the Commission had put before the Council in May 1982³¹. This Resolution set out a series of measures to be taken at both Member State and Community level. As regards the latter, the Commission was called on to set up a network of demonstration projects financed by the European Social Fund and intended to encourage the transfer of promising experiments and innovations; to facilitate the exchange of information and personnel specialising in this field; to conduct a survey of vocational qualifications in the electronics and data-processing sectors, and to involve the workers or their representatives in the process of introducing the new technologies, especially in the field of vocational training.
2. The Resolution on the introduction of new information technology in education³², which the Council and the Ministers of Education (meeting within the Council) adopted on 19 September 1983, followed the same lines. It defined a basic strategy, to be implemented before 31 December 1986, which aims at pooling the experience of the Member States in this field, particularly as regards aims and methods, education organisation and the impact on general and vocational education. It also provided for the organisation by the Commission of a programme of exchanges and study visits for trainers and other education specialists, the carrying

³⁰ OJ C 166, 25.6.1983

³¹ OJ C 162, 29.6.1982

³² OJ C 256, 24.9.1983

out of comparative analyses with a view to making educational and other software more readily transferable, and the introduction of machinery for the regular exchange of information on new policies and national programmes of experimentation.

3. During 1984, increasing attention was given to the social implications of technological change and the need to provide a strong and coherent complement to the new ESPRIT programme³³ launched by the European Community in 1984 as well as other policies in the fields of industry and research and development. It is widely acknowledged that, if the Community is to improve its competitiveness and meet the challenges of the new technologies, major efforts would be needed at Community level in the fields of education and vocational training and in achieving a consensus at the workplace when new technologies are introduced. Together with the impact of the new technologies on working conditions and working time, these were the main points of the communication adopted by the Commission on 25 January 1984 under the title 'Technological change and social adjustment'³⁴.
4. The aim of this communication was therefore to propose a Community strategy for the new technologies which, complementing those already launched in the spheres of industry, research and development and innovation, would offer a positive response to current social challenges. The Commission argued that the most determined efforts in the fields of research, innovation and industrial policy would be hampered and might well fail unless backed up by similar efforts in training and retraining for high-level specialists and technicians.
5. The communication reviewed the social implications of technological change and the need for joint European action, and set out a number of proposals for the further development of activities already launched in 1983 and new measures in the three priority fields, the first of which was identified as education and training. The Commission suggested in particular that new measures should be developed to set up 'partnership programmes' between industry and higher education, training and research establishments tailored to local or regional needs, in order to expand high-level training and help to adapt it to the changing needs of industry; the Community would participate in the financing.
6. Moreover, to supplement current action in the educational field while establishing a link with the 'partnership programmes', the Commission also proposed the launching of demonstration projects at Community level to increase awareness of and familiarity with the new technologies, both in schools and among the general public.
7. On 4 June 1984, the Council and the Ministers for Education meeting within the Council had also stressed the 'priority role which education and training can and must play in the implementation of a strategy for increasing the innovative capacity and competitiveness of undertakings', while ensuring that 'such technology serves social and cultural requirements'. Pointing out that the two Council resolutions adopted in 1983 on the introduction of new information technologies in education and training already formed a basis for Community action,

33 OJ L 81, 24.3.1984

34 COM(84)6 final

they considered that such action should concentrate on the following priority areas: training of instructors, development of both hardware and software, educational activities and research.

8. On the basis of the Commission's communication and the conclusions reached at the meeting of the tripartite Standing Committee on Employment, the Council meeting on labour and social affairs, held on 7 June 1984, adopted a set of conclusions affirming the need for a Community response to the social challenge presented by the new technologies while acknowledging that their introduction is inevitable if the competitive position of European firms is to be improved and economic growth restored.
9. The Council called on the Commission to develop its work in a number of areas, including: identifying sectoral trends, contributing to forward labour management, promoting familiarisation with and training for the new technologies, encouraging awareness of the impact of the new technologies on working conditions and the organisation of production, involving workers in the introduction of new technologies, promoting and disseminating knowledge and experience and using Community financial instruments to help implement an innovatory Community strategy calculated to respond to the social consequences of technological change.
10. 1983 and 1984 have thus seen a continuous series of political decisions taken to reinforce cooperation in this field. The Commission, in cooperation with the Education Committee, has engaged actively in a first series of practical steps to lay the foundations for such cooperation. 46 study visits for education specialists took place in 1984 to examine interesting developments in the different Member States, and a Summer School was held in July 1984 at Nice.
11. In December 1983, at Marseilles, the first of a series of colloquia was organised, involving both policy-makers and practitioners from all Member States, to examine how best to introduce the new technologies into school curricula and in teaching methods. This colloquium was organised by the French authorities in cooperation with the Commission. It was followed in July 1984 by the second in the series, which was held, in cooperation with the educational-authorities of the United Kingdom, at Newcastle, headquarters of the Micro-electronics programme in education for England and Wales.
12. In December 1984, the Commission combined with the Departments of Education and Industry in Ireland, decided to hold a Conference in Galway on the needs for stronger cooperation between universities and industry in meeting the challenges of technological change. The results of this conference are being used by the Commission to develop the proposals requested by the Council regarding the launching of partnership programmes between universities and industry in the European Community, with a particular focus on the training needs of future graduates.

(v) Equal opportunities for girls and boys

1. Following the impetus given by the European Parliament in 1981, the Community's four year action programme on the promotion of equal opportunities between girls and boys came into operation during 1982, including a number of actions with a direct bearing on the vocational training systems. To give a further impetus to work on equal

opportunities within and by means of the education sector, the European Parliament's Committee of Enquiry into the Situation of Women in Europe distributed a questionnaire during 1983 to all Member States on the education and vocational training of girls and women. The questionnaire covered general education, vocational guidance and training, micro-technology education, positive discrimination schemes and the education of migrant and ethnic minority women.

2. On 17 January 1984, the European Parliament adopted a wide-ranging resolution on this subject containing many references to the important contribution to be made by the education and training systems. The report on which this Resolution was based had been prepared by the Committee of Enquiry.
3. At the initiative of the Irish Presidency in the second half of 1984, further discussion was initiated within the Education Committee of the most effective ways needed to eliminate sex stereotyping and promote positive actions for girls in education and vocational preparation. In collaboration with the Irish authorities, the Commission subsequently held a conference in Brussels on 27 and 28 November 1984 on the subject of equal educational opportunities for boys and girls. It was the first meeting between Ministry of Education officials and representatives of national equal opportunities commissions from the different Member States, and linked up with work on the diversification of vocational choice undertaken in the context of the Community's action programme on equal opportunities.
4. The aim of the conference was twofold: to stimulate further positive action by Member States to promote the achievement of equal opportunities for girls in education, and to assist the Commission and the Education committee in preparing policy recommendations and guidelines of good practice for teachers and school authorities, to be presented to the Ministers of Education in the first half of 1985.
5. The Commission also set up in 1984 a network of correspondents designated in each Member State to identify and stimulate positive actions regarding the diversification of vocational choices for young women. The initial preparations were also made for the production of a handbook of good practices, culled from the experience of each Member State, designed to be of use to trainers and advisors in the field.
6. The European Centre for the Development of Vocational Training (CEDEFOP) has also been active in promoting ideas and exchange of experience on the vocational guidance and training of girls and women. Within the framework of the new Community action programme on equal opportunities for women (1982-1985), a network of correspondents on equal opportunities has been established; this network aims to stimulate integrated national programmes of education and training which will widen the range of vocational choices open to girls and women.
7. During 1984, the Schools Television Committee collaborated on the co-production of a film concerning the idea children have of their teachers and of masculine and feminine roles in society and the family. The RTBF (Belgium), the Centre National de Documentation Pédagogique (France), and the WDR (Germany) took part in the production of this film, which is intended for use in their school television programmes.

8. In December 1984, the Council adopted a Recommendation on the promotion of positive action³⁵ for women, on the basis of a proposal presented by the Commission. This provided for the adoption by Member States of an explicit strategy on positive action, to be directed towards and implemented by a variety of different agents, including the social partners and all those concerned with vocational guidance, training and placement. Such measures are to be supported by the European Social Fund, which has played a significant role in providing financial support for positive action programmes in the field of vocational training.

(vi) Equality of opportunity : Education of disabled children

1. An important new initiative in 1984 makes it certain that from now on the Community will be able to take due account of the educational needs of disabled children and young people within the wider frameworks of its programmes to promote both equality of opportunity³⁶ in education and the social integration of all people with disabilities.
2. The conclusions of the meeting of the Council and Ministers of Education held on 4 June 1984 include a section on the integration of handicapped children in ordinary schools. This constitutes the first agreement for collaboration at Community level in this field³⁷.
3. The Council and Ministers expressed their agreement on the need to promote and ensure the maximum possible integration, to improve the exchange of information and ideas on this question and to further integration within the framework of the Community's education action programme.
4. At Member State level it was furthermore agreed to ensure access for disabled children to transport and premises, provide the necessary equipment and staff, develop the curriculum and teacher training provision as appropriate, and associate families and others concerned in these questions.
5. In support of national initiatives the Commission was invited to take the integration of disabled children into account wherever possible within current Community measures, for instance in the network of pilot experiments supported by the European Social Fund to promote effective cooperation of services at local level.
6. Finally, the Council invited the Commission to convene regularly a working party of experts responsible at national level for educational integration measures, and called on the Education Committee to report on the progress in implementing these various measures by the end of 1985.

³⁵ COM(84) 234 final

³⁶ Resolution of the Council of 21 December 1981 on the Social Integration of Disabled People, OJ C 347/1 of 31.12.1982

³⁷ Document 7605/84 (Press 98), Conclusions of the Council and the Ministers of Education meeting within the Council, Luxembourg, 4 June 1984

7. Meanwhile, a study has been completed for the Commission entitled 'Teaching and Training the Handicapped through New Information Technologies'. This study formed the basis for a European Seminar on this theme which was organised by the European Association of Special Education, with financial assistance from the Commission, in Middelfart, Denmark, in May 1984. The Commission has arranged to publish the study, and to organise a European Conference on this subject in the summer of 1985.
8. The Commission has extended its programme of pilot projects on exchanges for young disabled people. In close collaboration with Mobility International, seven projects took place in 1983 and eleven in 1984. All Member States have been involved, and many categories of disabled young people, including those who are both blind and deaf.

(vii) Education of children of migrant workers

1. The school systems of the Member States of the European Community play host to more than 2.5 million children of migrant workers, whether intra-Community or from third countries. It has become increasingly evident that these children, given their social status and the linguistic and cultural problems they face, run a much greater risk of educational failure and thus of unemployment than do children of indigenous parents.
2. It was in this context that in February 1984 the Commission presented to the Council and to the European Parliament its report reviewing the situation in Member States in relation to the obligations they accepted when directive 77/486, adopted by the Council in 1977, entered into force in the different Member States in July 1981. This Council directive imposed three main obligations on host Member States in relation to the children of Community migrants:
 - the provision of free tuition to facilitate initial reception, including in particular the teaching of the official language of the host state;
 - the training and further training of teachers responsible for immigrant children;
 - the promotion, in cooperation with the state of origin, of the teaching of the mother tongue and culture of the country of origin of the immigrant child.
3. In addition, although outside the scope of the directive per se, a statement made by the Council at the time of the directive's adoption in 1977 expressed the political will of Member States to seek to achieve the aims of the directive in respect of all children irrespective of country of origin. The directive, thus represents an important element in a whole range of measures, which make up the Community's migration policy, giving support to the principle of the free movement of workers in the Community.
4. The Commission's report provided a first assessment of the ways in which Member States have been actually implementing the terms of the directive, and was compiled on the basis of a questionnaire sent to Member States relating to the following questions: legislative or administrative provisions for migrant workers' children; reception

methods; tuition in the language and culture of origin; teacher training. The report covers all the Member States and, in the case of the Federal Republic, the eleven Länder.

5. Subsequently, the Commission has been in contact with each of the member governments, pinpointing possible shortcomings in national practice. The Commission may, should this prove necessary, instigate legal infringement proceedings as provided for in the Treaty.
6. At its meeting on 7 June 1984 the Council of Ministers of Labour and Social Affairs took note of the Commission's report, and in October 1984 the European Parliament instructed a rapporteur to draw up an opinion on progress made in applying the directive.
7. During 1984, the Commission also presented to the Council and to the European Parliament its report analysing the experience derived from the series of 25 pilot experiments and related colloquia organised in this field by the Commission, in cooperation with the educational authorities of Member States, during the period 1977-83 inclusive. The Commission's report included a number of suggestions for further experimentation and pooling of experience and took carefully into account the results of work in this field conducted under the auspices of the Council of Europe, which had been closely associated with all stages of the Community actions.
8. At their meeting of 4 June 1984, the Council and the Ministers for Education meeting within the Council agreed to continue their efforts to ensure that the education system is a route to integration and thus to social advancement for all children, whether indigenous or migrant. After drawing conclusions from the Commission's report, Ministers called on the Member States to base their action on these conclusions and asked the Commission to continue and expand the programme of pilot schemes using existing Community instruments, particularly the European Social Fund. It was agreed that teacher training and pilot schemes should be extended to the countries of origin, and the latter could deal more particularly with 'reintegrating into the national education system the children of migrant workers who have returned to their home countries'; new pilot schemes should be launched to help to work out measures for reintegration into the national education system.
9. Ministers recommended that reception facilities in the field of pre-school education 'should seek to meet pupils' individual requirements and be adapted both to the characteristics of the educational and social environment and to the conditions of dispersion or concentration in particular areas prevailing among the migrant workers.' they noted that 'teaching the languages and cultures of origin to primary school children contributes significantly to the formation of a balanced personality in the child, enriches the acquisition of knowledge and assists the development of skills', and agreed that 'the methods, the contents and the importance attached to this should be coordinated with other teaching activities, since otherwise much of its educational effectiveness will be lost'.
10. In general terms, the Ministers concluded that 'the intercultural dimension should find expression in the whole of the teaching discipline' and suggested that 'thought be given to the cultural content of all teaching activity and materials'.

11. In 1983 and 1984 the European Social Fund provided financial assistance for innovatory projects related to the education of migrant workers' children, training schemes for teachers and social workers responsible for the children of migrant workers, and language teaching vocational training schemes for migrant workers and adult members of their families. In 1983 assistance from the Fund contributed to the education of 100,000 children, language teaching and vocational training for 195,000 adults and young³⁸ people, and specialised training for 4,500 teachers and social workers.
12. On 11 May 1984, the Commission's Advisory Committee on Free Movement of Workers adopted Opinions on pre-school education, vocational guidance of young migrants, and vocational training of second generation migrants.

(viii) Measures to combat illiteracy

1. At their meeting on 4 June 1984, the Council and Ministers of Education recognised that illiteracy had become a problem of greater or lesser proportions in all Member States, as evidenced also in the report and Resolution adopted by the Parliament calling for Community action in this field. They therefore jointly declared that the problem of illiteracy should be given special attention by Member States and the Community. Bearing in mind their resolution of 9 February 1976³⁹ comprising an action programme in the field of education, and in particular the part concerning the achievement of equality of opportunity with a view to free access to all forms of education, they concluded that teaching should be adapted so that the individual difficulties of the most disadvantaged pupils could be taken into account and overcome. They recommended 'reviewing the initial and in-service training of teachers to prepare them for teaching a wide range of pupils with diverse abilities and social, ethnic and cultural backgrounds', 'promoting adult literacy campaigns' and 'developing distance learning activities, particularly through collaboration with television networks wherever feasible'.
2. The Ministers also invited 'the authorities involved in implementing Community measures on vocational training and employment based on use of the European Social Fund to take account of the particular requirements of people affected by illiteracy'. The Commission was asked to organise exchanges of information among national experts on the causes and scope of illiteracy and the results of experiments made in combatting it, as well as the measures needed in primary schools to improve the development of competence in all language modes. The Commission, moreover was invited to pay special attention to this issue in its developing work on the use of new information technologies in schools.
3. To implement these conclusions, in cooperation with the Education Committee, the Commission has arranged to set up a special working group consisting of high level officials designated by each Member State and who hold positions of special responsibility in coordinating national efforts in this field. In November 1984, the Commission also

³⁸ Eleventh Report on the Activities of the European Social Fund, COM(84)396 final

³⁹ OJ C 38/2, 19.2.1976

launched a study to prepare the ground for this work, which will complement the report prepared during 1983 on its behalf regarding adult illiteracy by the Fourth World Movement.

4. At its meeting on 7 December 1984, the Council also agreed to establish a second Community action programme to combat poverty with a special budget to finance a series of anti-poverty actions in the different Member States. This commitment to develop anti-poverty measures will thus be complemented by the measures taken at Community level to attack illiteracy.

(ix) Measures to improve foreign language teaching and support to lesser used languages and cultures

1. In adopting a new political agreement to give a fresh impetus for action in this field, on 4 June 1984, Ministers of Education underlined the importance of knowledge of the languages of the European Community as one of the key factors in the construction of Europe, in particular by favouring the free movement of persons stipulated in Title III of the Treaty of Rome. They concluded that such knowledge would facilitate cultural, economic, technical and scientific cooperation among the Member States.
2. The Council and the Ministers of Education agreed to promote all appropriate measures within Member States to enable the maximum number of pupils to acquire, before completing their compulsory schooling, a practical knowledge of two languages in addition to their mother tongue; they were also in favour of all measures 'likely to permit the maintenance of levels of knowledge of foreign languages in vocational training, higher education and adult education'.
3. Ministers further agreed to make arrangements to encourage the training of language teachers by the following means: sending language assistants (young foreign language students who have completed or are about to complete their higher education) to other Member States and taking on such assistants in their own education systems; direct cooperation between higher education establishments providing basic training for language teachers; in-service training for language teachers.
4. 'In order to give a real impetus to collaboration between Member States and to individual efforts' each Member State agreed to invite the competent authorities to take measures enabling: 'the recognition of study periods spent abroad by prospective language teachers; the use by prospective language teachers of national scholarships for periods of study abroad; periods abroad for language teachers for retraining purposes; periods of linguistic and cultural study in other Member States for pupils and young people.'
5. To complement these national efforts, it was agreed that the Commission would arrange a regular meeting of senior officials to work out practical ways of strengthening collaboration on a Community-wide basis so as to achieve the above-mentioned objectives, and will seek the necessary financial means to contribute towards the travel and subsistence costs of initial and in-service training courses for foreign language teachers.

6. Each Member State has been invited to designate a national centre specialised in the field of foreign language teaching developments so as to exchange ideas and information on a continuing basis. The Commission was invited to arrange the necessary coordination and cooperation between these centres, drawing on the experience and contacts of the existing EURYDICE network in the European Community.
7. Close cooperation with the Council of Europe has been strengthened as a result of these measures, and the scope increased for joint examination of certain themes, such as the teaching of foreign languages early in formal education as well as the extension of opportunities for learning foreign languages for vocational purposes and distance learning methods for teaching foreign languages.
8. It is recalled that in October 1981, inspired by the Arfé report, the European Parliament adopted a Resolution calling on the Council and the Commission to promote a series of measures designed to protect and nurture the different so-called minority languages and cultures within the European Community. At its own initiative, the Parliament subsequently voted for the inclusion of a new article in the 1983 Community budget, and has called on the Commission to ensure progressively a comprehensive response to the terms of its original resolution, drawing not just on the new line, but on the Community budget generally in support of such activities.
9. Following a conference sponsored by the European Parliament, the decision was taken to set up a European Bureau for the less widely used languages, with the dual task of ensuring an effective continuing link between all the countries and regions concerned, and of serving as a focal point of contact and cooperation with the Community institutions. Furthermore, in order to monitor and to give continuing impetus to action in this field, an inter-party group has been set up within the Parliament. This group meets regularly and serves as the point of dialogue with the newly-established Bureau, in addition to the Parliamentary Committee on Youth, Culture, Education, Information and Sport.
10. The Bureau is independent in status, and during 1984 in particular has established a close relationship with both the Parliament and the Commission, in particular in mapping out the priorities for support and action at Community level. During 1984, it has sought to ensure that the membership of its Board reflects both diversity and the broad basis of interests covered by its constituent countries and regions.
11. In 1983 and 1984, the Commission awarded 100 grants for short study visits for specialists to learn about bilingual and bicultural education developments in different regions of the Community. It also subsidised a new publication 'Contact' of the Bureau and supported a limited range of cooperative projects.
12. During 1984, moreover, the final stage was reached in the compilation of a comparative report on the legal status and conditions of the different 'minority' languages and cultures. This report has been prepared for the Commission by the Enciclopedia Italiana and the Bord na Gailighe and was presented in draft form to a conference sponsored by the Commission in Brussels on 8 and 9 November 1983.

(x) Cooperation in the higher education field

1. The past two years have witnessed important new developments in Community-level measures designed to promote cooperation between Member States in the higher education sector, as well as a significant consolidation of existing programmes. This impetus has been due not least to the interest shown by the European Parliament in higher education affairs during the period under review. At its session of 13/14 March 1984 the Parliament, on the basis of reports drawn up by its Committee on Youth, Culture, Education, Information and Sport, adopted major resolutions on:

- Higher Education and the Development of Cooperation between Higher Education Establishments;
- Academic Recognition of Diplomas and Periods of Study.

2. These Resolutions constituted a powerful expression of the Parliament's commitment to the further development of Community cooperation in this sector. Meanwhile, two further meetings of the Council and Ministers of Education meeting within the Council, held on 2 June 1983 and 4 June 1984 respectively, have focused inter alia on higher education issues and mandated the Commission, in cooperation with the Education Committee, to adopt the necessary measures to ensure the maintenance and further enhancement of cooperation at the higher education level. The actions to which these initiatives have given rise, are summarised in the following paragraphs:

Joint study programmes and Community grants for study abroad

3. The main component in the Community's programme for the support of cooperation in the higher education sector has been the Commission's scheme of grants for the support of "Joint Study Programmes" between higher education institutions in the ten Member States. With the help of this scheme, the Commission provides assistance to universities and other tertiary level institutions seeking to establish arrangements for the exchange of students and academic staff with partner institutions in other Member States. At their June 1983 meeting, Education Ministers agreed to the further development of the scheme with the aim of making a contribution to the intensification of academic mobility between Member States. They highlighted the need for continuing support of such programmes within Member States where at all possible after their initial phase of development, and called for special measures to assist the countries located at the periphery of the European Community.

4. Accordingly, budgetary provision for this scheme has been progressively improved, and in 1984 a record 193 projects were selected for Commission support from the 268 applications submitted. The number of applications for support has been rising in recent years by around 20% annually - an indication of the interest which clearly exists at the level of the individual higher education institutions for this type of organised cooperation. Since the grants scheme began in 1976, some 409 joint study programmes involving higher education institutions in all ten Member States have now been supported. Of these, approximately half are based predominantly on an exchange of students, the other half on an exchange of teaching staff or the joint production of course modules. That the "joint study programme" approach has found favour

with a wide range of academic disciplines, may be seen from the distribution of the programmes supported according to their subject area as follows: political and social science, economics, history: 19%; engineering: 14.7%; language and literature: 10.5%; business studies: 9%; natural sciences, mathematics: 8.6%; architecture and urban planning: 8.3%; teacher education: 6.6%; law: 5.6%; medicine and dentistry: 4.9%; geography and regional studies: 4.4%; fine arts: 3.2%; agriculture: 1.2%; others: 3.9%.

5. A major innovation in the Joint Study Programme Scheme in 1984 has been the introduction for the first time of Student Support Scholarships which may be provided by the higher education institutions participating in joint study programmes to students in particular need. For this purpose, a separate line has been created in the Community Budget on the initiative of the European Parliament.
6. Another important new development over the past two years has been the establishment of a new grants scheme, related to the Joint Study Programmes Scheme, within the terms of which higher education staff members seeking to make the initial contacts necessary for the eventual launching of exchange programmes are provided with Commission grants enabling them to make brief visits to identify partner institutions in other Member States. 428 applications for such grants were received in 1984 (an increase of 13% over 1983), and 123 grants were awarded (an almost identical figure to that awarded in 1983).
7. Direct inter-institutional cooperation of the type promoted by the Community's grants scheme has increasingly proven to be an efficient instrument for overcoming some of the most intractable problems related to student mobility within the Community, for experience has shown that in many cases such obstacles as high tuition fees, restricted admission quotas and difficulties regarding academic recognition of study abroad can be successfully surmounted through the direct participation of higher education institutions themselves in addressing the problems.

Short study visits for higher education specialists

8. The past two years have also witnessed considerable consolidation of the Commission's scheme of grants for the support of "Short Study Visits". Within this framework, the Commission provides support for teaching, research or administrative staff at higher education institutions who wish to visit other Member States for the purpose of improving their knowledge of the higher education system in the countries visited, thereby improving the basis for Community-wide cooperation in the higher education sector in the longer term. In 1984, some 500 applications for grants of this type were received, and 136 grants awarded, bringing the total of awards made since the inception of the Scheme to over 800. Over 1,000 higher education staff members have now participated in the visits which have been carried out.
9. Increasing emphasis has been placed by the Commission on supporting study visits related to topics of particular concern to the Community in the context of its Education Action Programme and subsequent orientations decided upon by the education ministers, notably the interface between higher education and industry, the introduction of

new information technologies and the improvement of arrangements for the academic recognition of diplomas and periods of study throughout the Community.

Higher education conferences and publications

10. In providing support for the development of higher education cooperation between the ten Member States, the Commission has attached particular importance to ensuring both wide and intensive dissemination of the experience obtained with the help of the Community financial support. A number of measures have been adopted to achieve this objective.
11. Information Seminars on the Community's higher education programmes have now been held in 7 Member States. During the period under review, seminars of this type were held in Sorrento (Italy), Rotterdam (Netherlands) and Kolybari (Greece), attracting up to 100 participants in each case and providing an invaluable forum both for an exchange of experience between grantholders and for acquainting "information multipliers" more closely with the financial support available to institutions in the respective countries from the Community. A series of special information packages has also been produced, consisting in each case of technical and descriptive data on each of the Joint Study Programmes supported by the Commission in a specific subject area. Such packages have so far been produced in the fields of Engineering, Business Studies, Modern Languages and Teacher Education.
12. The Commission's Higher Education Cooperation Newsletter, subtitled "Delta", has been produced on a biannual basis and contains news, views and features related to the development of cooperation between higher education institutions in the Community. The Newsletter is now being expanded to include wider coverage of higher education policy trends and developments both at Community and Member State level.
13. For the first time, a Directory of Higher Education Institutions has been compiled at Community level and published in November 1984 by the Commission, containing basic data on all the 3,500 institutions of higher education recognised by the governments of the ten Member States - an indispensable information aid for higher education staff and policymakers throughout the Community.
14. The Student Handbook produced by the Commission at regular intervals has reached its fourth edition. In addition to full details of study opportunities and registration procedures in all the Member States, the Handbook contains information on the Community's own higher education actions and the procedures to be followed for the purpose of obtaining recognition or credit for study abroad. The specific needs of handicapped students are also dealt with, and a special report for the Commission on provisions for such students in higher education within the Community has been completed in 1984.
15. A study was initiated during 1984 into the feasibility of producing a Register of Higher Education Qualifications provided in all Community countries together with an assessment of the value attached to such qualifications. Such a typology could be instrumental in facilitating a smoother recognition of qualifications between Member States.

16. Finally, an Inventory of Higher Education Grants awarded by the Commission has been prepared, thereby documenting not only the Community's support for cooperative projects in this sector but also the diversity of such projects and the potential for further cooperation in the future.

Social and material situation of students

17. In accordance with policy guidelines established by the Council and Ministers of Education meeting within the Council, particular attention has been given at Community level during the period under review to an assessment of the social and material situation of students in relation to the freedom of movement of students throughout the Community.
18. Two specific measures adopted by the Commission are worthy of note in this regard. Firstly, a report has been prepared at the Commission's request on the availability of financial support for students wishing to spend a period of study in another Member State. The report has been updated in the light of recent developments regarding grant provisions in Member States and is currently being discussed with representatives of student service agencies in the ten Member States. The first consultation meeting took place on 12 November 1984, when the main topic of discussion, based on the above-mentioned report, was the provision of grants, loans and scholarships for study in other Member States. Topics for future consideration include counselling and information measures, language tuition, health insurance and social security arrangements, and the organisational infrastructure for student mobility within the Community.

Contacts with organisations representing higher education institutions

19. The Commission has continued to meet regularly with the Liaison Committee of Rectors Conferences in EC Member States. In this framework, the Commission's officials report on the various aspects of its work in the higher education sector; for its part the Committee informs the Community representatives of the universities' views on policy developments at Community level and provides them with the latest information on such developments in Member States. The importance of consolidating such arrangements for exchanging ideas and information was stressed in the European Parliament resolution on higher education of 14 March 1984.
20. Furthermore, recent years have witnessed the initiation of a number of subject-specific associations in the higher education sector - a trend which emphasises the need felt at "grass root" level for cooperating with academic partners in other Member States. The Commission attaches considerable importance to facilitating interaction with such networks. Thus, to cite two examples, it has ensured appropriate involvement of the European Society for Engineering Education in the Commission's activities related to intensifying cooperation between higher education and industry and cooperates closely with the Association for Teacher Education in Europe in strengthening the teacher education dimension in various components of the Commission's work in the education field.

(xi) Recognition of academic diplomas and periods of study

1. A major priority for policy to improve higher education cooperation throughout the Community has over the past two years been the adoption of measures designed to improve the academic recognition of diplomas and periods of study. Following the proposals contained⁴⁰ in the Commission's Communication to the Council of 29 April 1981, the Council and Ministers of Education decided at their meeting on 2 June 1983 to establish a network of nationally designated centres responsible for the provision of information on recognition matters. The centres concerned have now been designated by all Member States (two in the case of Belgium, with one centre each for the French and Dutch-speaking communities), and in most cases the bodies thus designated are at the same time those responsible for actions pursuant to the pertinent conventions concluded within the Council of Europe and UNESCO.
2. The main function of the centres is to provide authoritative information on the recognition of qualifications obtained and study periods carried out abroad. Thus, the main users will be national and regional authorities responsible for higher education, the individual higher education institutions, student advisers, employers, parents and - last but not least - the students themselves. In some cases the centres have been authorised to take the appropriate recognition decisions concerned. In others, their role will be mainly an informational one in advising enquirers on the procedures to be adopted and the authorities ultimately responsible for taking the decisions required.
3. Several meetings have already been organised by the Commission with the Heads of these Centres and have served to identify the main areas of activity for the network in the medium term. Even at this early stage, the advantages of a regular procedure for consultation with and between the nationally designated centres responsible for this key aspect of student mobility within the Community have become clearly apparent. The Commission, with the technical assistance of the Office for Cooperation in Education, is ensuring the coordination and servicing of the network at Community level, and in 1984 decided to provide direct support by earmarking a number of Short Study Visits each year for the purpose of facilitating close working links between the officials working in the centres.
4. The newly established network of recognition centres is, however, only one element in the actions currently being introduced within the Community for the improvement of academic recognition arrangements. Of great significance in this context was the call made by the Heads of State at the meeting of the European Council held in Fontainebleau on 25/26 June 1984 for urgent measures to be adopted in this regard, and the Commission is currently formulating its response to this call. Furthermore, the European Parliament Resolution of 14 March 1984 referred to above underlined the importance which the citizens of the Community rightly attach to the adoption of appropriate and flexible recognition arrangements as a matter of practical concern.

⁴⁰ COM(81) 186 final

5. Meanwhile, the Council and Ministers of Education have once again stressed the importance of bilateral agreements to improve the present situation, and the Commission has been invited to continue to do its utmost to facilitate the adoption of agreements of this kind, both between Member States and between individual institutions of higher education, notably within the framework of the Joint Study Programmes which it is supporting. Finally, the Commission also continues to keep under close scrutiny the many legal aspects of the recognition issue, in the context of the interpretation and further development of Community jurisprudence established by the European Court of Justice, in view of the significance of academic recognition as a factor in ensuring the freedom of movement provided for in the Treaty of Rome.

(xii) Other aspects of youth policy including youth exchanges, youth information and relations with youth organisations

1. In 1983 and 1984 relations between the Commission and the Youth Forum of the European Communities in the fields of education and training have been strengthened. (The Forum, which is a meeting place for national youth committees and the international youth organisations, acts as a channel for the views of young people to all the Community institutions.) In part, this has been due to an increased involvement by the Forum in Commission Committees (such as the Advisory Committee on Vocational Training) concerned with the Commission's work programmes in these fields; and in part due to the contributions made by representatives of the Forum at conferences or other events organised by the Commission (such as the conference on equality of opportunity in education held in Brussels in November 1984). Apart from formal representation, regular meetings take place between the Forum's Secretary-General and the Commission's services responsible for education, training and youth policy. Another factor leading to closer relations with the Youth Forum has been the increasing importance attached by all Community institutions to questions relating to young people, their training and employment and also their participation in society and in the life of the Community as a whole. On 7 June 1983 the European Parliament adopted a resolution⁴¹ on the establishment of a European Community Programme to promote youth exchanges, and an initial budget allocation for the programme was provided in the Community budget for 1984. The broad aim pursued by the Commission in this field is to increase access for all young people to exchanges and to the advantages that can accrue from international experience. The particular methods used by the Commission in this still preliminary phase have included increasing the amount of information to young people about youth exchanges and the opportunities available to them in other Member States; the removal of legal or other administrative barriers to participation by young people in exchange; and financial support for some particularly innovative exchange projects. The Youth Forum has been closely associated with Commission activity in this area and in its preparations for International Youth Year when it is hoped that a further impetus can be given to the development of youth exchanges in the Community. Of relevance also in this context is the Resolution of the European Parliament of 16 December 1983 on a European Voluntary Service Scheme for young people⁴²

41 OJ C 184, 11.7.1983

42 OJ C 10, 16.1.1984

2. On 13 December 1984 the Council of Employment and Social Affairs Ministers adopted a Decision⁴³ establishing a third programme for the exchange of young workers. This activity dates back to 1963, but has expanded considerably in recent years, and a total of over 1,400 young people took part in exchanges organised in 1984. The main changes brought about by the new decision relate to the possibility of including registered unemployed young people, as well as those in work, on these exchanges; and to increasing the capacity of the programme to help innovative forms of exchange, perhaps from new agencies, to an extent that has not been possible in the past.
3. The Commission's activity in connection with youth information, started originally in the context of its programme on the transition of young people to adult and working life (see (i) above), has progressively taken on a new broader dimension during 1983 and 1984 directly involving young people and youth organisations in many parts of the Community. Drawing on the example of the "Young Scot" booklet and subsequent activities carried out by the Scottish Council for Community Education other similar initiatives were launched during 1984, with Commission support, by the Danish Ministry of Education with its booklet "Ung ABZ" and by the regional authority in Rome with "Viaggio". In each case a new approach to youth information has been developed by involving young people directly in deciding on the appropriate contents and style of presentation of information and advice on a range of issues reflecting the needs and interests of young people (including training, employment, health, leisure, social security, civil rights). A series of seminars were sponsored by the Commission throughout the Community towards the end of 1984 to enable other agencies and youth organisations to reflect further on these experiences in youth information and to develop other innovations using information as a way to enable young people to participate more effectively in the workings of society.

(xiii) Relations with organisations representing teachers, teacher training organisations and parent-school associations

1. During 1983 and 1984, representatives of the Commission have attended the annual conferences organised by the European Teachers' Trade Union Committee. In addition, twice-yearly meetings between officials of the European organisation and Commission officials have been held to exchange information on the progress of the Community's education action programme. Representatives of the Committee have also met the Minister of Education acting as President-in-Office of the Council.
2. With the technical and financial assistance of the Commission, the European Trade Union Confederation (ETUC) organised a conference on education, training and employment, in Brussels on 21-23 May 1984. This was the Confederation's first pronouncement on the Community's education policy.
3. With the cooperation of the Greek education authorities, the University of Crete, the Orthodox Academy of Kolymbari, Crete, and the Association for Teacher Education in Europe (ATEE), the Commission supported a conference at the Orthodox Academy on 13-18 October 1983, on the various systems for the preparation of new entrants to the teaching profession.

⁴³ OJ N° L 331, p.36

4. Practical cooperation between teacher training institutions has also been promoted through the Commission's scheme of grants to promote joint programmes of study between higher education institutions.
5. The Commission has continued to encourage the programme of work of the Association for Teacher Education in Europe (ATEE), in particular by providing support for the organisation of working parties in the fields of special education of the disabled, intercultural education, the introduction of new information technologies in the school systems, and for a study regarding the training of heads of schools.
6. As in previous years, the Commission has also supported educational projects with a European dimension by supporting associations engaged in that field, for example the Centre for European Education, which involves a network of national committees promoting developments in this field, and the European Association of Teachers. With support from the Commission and the European Parliament, the Italian Institute for Modern and Contemporary History held a conference on 3-7 May 1983 on the "Europe - Foundation, Formation and Reality", as a contribution to efforts to encourage the teaching of history from a non-nationalist viewpoint. The proceedings of this conference have been published and widely distributed by the Institute.
7. The Commission sponsored a conference on "the school and the family in the European Community", which was held in Luxembourg on 23-25 March 1983, in cooperation with the Luxembourg Government. Representatives of associations representing parents and family interests, as well as parent-teacher organisations, joined with a wide range of education officials in discussing a study of parent-school relations drawn up for the Commission by a team of experts and entitled 'The Child Between'. The Commission has subsequently published this report. (Education series N°13).
8. Starting from the concept that ultimately 'it is the welfare of the child which is the purpose of partnership between parents and teachers, family and school', the study examined the various levels of this partnership and how it functions in nine EEC countries (Greece is not included).
9. Beginning with the individual child, its family and school, the report compared such topics as each country's system for homework; school records and parental access to them; parents' contacts with teachers and administrators; parental choice of school, and curriculum.
10. The report considers the more structured approaches to parental involvement, ranging from information and news sheets for parents, through school meetings, to formal participation by parents in the running of schools. Finally, it describes two groups which specifically aim to improve family-school relations, parents' organisations and specialised home-school liaison teachers.
11. The various parental associations have subsequently agreed to set up a European-wide association to relate to the Community institutions and to encourage European cooperation in better school-family relationships. A first meeting with the Minister acting as President-in-Office of the Council took place in 1984 to underline the importance attached by this new umbrella organisation to the development of educational cooperation within the Community.

III. RELATIONS WITH INTERNATIONAL ORGANISATIONS IN THE FIELD OF EDUCATION AND VOCATIONAL TRAINING

1. Continuing cooperation has been maintained on a regular basis between the Commission and the international organisations concerned with education in Europe.
2. Cooperation with the Council of Europe and the OECD is the most developed and generally takes the form of continuous exchange of documentation, participation in the major conferences and seminars organised by these bodies as well as through periodic meetings at departmental and/or secretariat-general level. In general, moreover, the Commission invites both organisations to participate in all the conferences and workshops organised at Community level in the education field.
3. Meetings with officials of the Council of Europe's Directorate for Education, Culture and Sport as well as with the Director of the Youth Centre took place in 1983 and 1984. The areas of closest cooperation at present include the following: the joint financing and co-publication of the EUDISED thesaurus, including the development of specialised sub-thesauri; the recognition of academic diplomas and periods of study and the mobility and exchange of students in higher education; the European dimension in teaching in schools and the co-financing of the European Schools' Day, the education of migrant workers and their families; and the exchange of educational documentation. New areas of joint interest have emerged recently, namely foreign language teaching, the protection and promotion of lesser used languages and cultures, the promotion of youth exchanges, and preparations for the European Music Year to be celebrated in 1985. Representatives of the Commission attend the Council for Development of Cultural Cooperation (CDCC), the Standing Conference on Higher Education Problems, and the EUDISED Management Group. The Council of Europe has also participated each year in the meetings organised by the Commission to consider the award of Community grants in the higher education field, as well as in meetings which the Commission holds regularly of the EURYDICE network of centres on educational policy in the European Community.
4. Over the last two years Commission representatives have continued to attend the meetings of the OECD's Education Committee and the governing board of the CERI⁴⁴, and in November 1984, the Commission participated actively in the OECD meeting of Education Ministers held in Paris. Increased cooperation has developed with the OECD with regard to the introduction of the new information technologies in education and during 1984 the Commission made a financial contribution to the CERI project on the implications for teacher education so to ensure the closest possible cooperation in this important area of development.
5. Areas of special interest to both UNESCO and the Commission have continued to include cooperation in the field of higher education, in particular the academic recognition of diplomas, the education of migrant workers and their families, the education and training of young disabled persons, the introduction of new information technologies in education and the fight against illiteracy.

44 Centre for Educational Research and Innovation (OECD, Paris)

6. The Commission has also exchanged information and maintained contact on a regular basis with the International Labour Office and has collaborated with it, with the technical assistance of CEDEFOP, in the compilation of a handbook for the training of persons responsible for organising the vocational training of migrant workers and adult members of their families.
7. Representatives of the Council of Europe, UNESCO, the OECD and the ILO have been invited to attend meetings of the Commission's Advisory Committee on Vocational Training. Meetings of this kind, which take place twice a year, have provided an important opportunity for the various organisations to be informed of the Commission's work programme in the field of education and vocational training, and to be involved in discussions concerning new Community initiatives at a formative stage in their preparation, thus facilitating a valuable exchange of experience on specific topics such as youth policy and the continuing education and training of adults.
8. Representatives of the Council of Europe and UNESCO have likewise been regularly invited by the Commission to attend the meetings it organises with the heads of the national information centres on academic recognition of diplomas from all Member States of the European Community.
9. Representatives of the Council of Europe, UNESCO and IBI have been invited by the Commission to meet with senior national officials in relation to the implementation of the Resolution on the introduction of new information technologies in the school systems.

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