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EDUCATION AND TRAINING IN THE EUROPEAN COMMUNITY

GUIDELINES FOR THE MEDIUM TERM : 1989 - 1992

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PART I

INTRODUCTION

The 1992 target date for the completion of the Internal Market, the adoption of the Single European Act and the recent mandates of the European Council have placed education and training in a new context in the construction of the European Community. Under the impetus of 1992 the general public, especially young people and their parents, is increasingly concerned to ensure that Europe also offers an educational space for mobility and interchange. In looking forward to 1992, and beyond it to the year 2000 following the completion of the Internal market, there exists a broad consensus that education and training must play an increasingly pivotal role in the overall development strategy of the Community in the years ahead.

The new Commission has therefore decided to place education and training at the forefront of its priorities to spearhead a new Community-wide commitment to invest in people, in their skills, their creativity and their versatility. Without investment in the present and future workforce, Europe's capacity to innovate, to compete, and to create wealth and prosperity for all its citizens will be severely impaired. This emphasis on human resources provides an essential bridge between economic and social policies, and is also a key factor in promoting the free movement and exchange of ideas in addition to the four freedoms (goods, services, capital and persons) provided for in the Treaty of Rome. This is essential if all Europeans are to assert the Community's identity and basic values more effectively in the face of current challenges.

In May 1988, the Commission issued its "Medium-term Perspectives for Education in the European Community"(1) designed to provide a clear focus to the Commission's initiatives in this field in the period leading up to 1992. At its meeting on 24 May 1988, the Council (Education) held a wide ranging exchange of views on this subject. The European Parliament(2) and the Economic and Social Committee(3) have also examined the Commission's initial guidelines, and welcomed their general thrust.

It is in response to their opinions and the initial views of the Council that the present communication has been prepared. It seeks as suggested to set out priority guidelines for the medium term. In developing further in this area, the Commission will take into account the consequences of cases pending before the European Court of Justice.

GUIDELINES FOR THE MEDIUM TERM

The guidelines presented have been divided into 7 sections. The first deals with the free movement of persons and the recognition of their qualifications; the second with the initial and continuing training of the workforce; the third deals with university training and the ERASMUS programme; the fourth addresses the impact of technological change on the education and training systems; the fifth is concerned with raising the quality of the education systems through increased cooperation; the sixth deals with the need to promote a European dimension to education, in particular the teaching of foreign languages; and the final section with the promotion of youth exchanges.

These guidelines have been designed to offer several advantages :

- . they will make it easier to focus on the core objectives of Community policy and action, and avoid a focus on short term questions at the expense of developing a long-term perspective;
- . they will help avoid fragmentation of programmes and initiatives, and provide a timescale for developing a more cohesive effort and greater impact;
- . they will ensure that both education and training authorities in the Member States, often organised in separate government departments, and the social partners and the Community institutions have a comprehensive view of Community measures in the education and training fields;
- . they will facilitate continuing evaluation and monitoring of the Community measures and their interplay with the policies pursued by and within Member States.

These guidelines for development should be flexible, permitting both a pluriannual perspective and making it possible to adapt as new priorities emerge because of changing conditions in the 1990s. As such they should be reviewed on a regular basis, and both education and training authorities should be jointly involved in the further definition of new lines of development.

FUTURE CHALLENGES AND PERSPECTIVES FOR EDUCATION AND TRAINING POLICIES

The prospect of a completed Internal Market in the European Community gives added urgency to the increasing pressures on national education and training authorities to ensure that tomorrow's workforce matches up to the expectations and needs of the economy and society in Europe.

The implications for education and training are profound and far-reaching:

- . human resource development : at all levels, from that of the Community to the local level, higher priority will need to be given, in both the public and private sectors, to the analysis and forecasting of skills. Without such a collective effort Europe runs the risk that it will fail to make the best of use of its human resources. Future planning will be subject to even more pressures and uncertainties, demographic, industrial, technological, regional.
- . expansion : a steady increase in the volume of education and training will be needed at all levels, from basic through to third-level and adult;
- . continuity : compulsory schooling must increasingly prepare for and lead on to initial training; likewise, initial training must prepare for and lead towards adult and further training. Coherence, clear pathways of progression, and flexibility of access, need to be emphasized, so as to widen opportunities for participation at all stages and all ages.
- . partnership : sustained efforts to develop new forms of cooperation will be needed, which combine the resources of the public and private sectors, and link enterprises (large and small firms alike) education, research bodies and local communities in a collective investment in education and training.

- . Integration : the emphasis in education and training on "preparing for uncertainty" and on "learning how to learn", to adapt, to innovate and to display entrepreneurship, will encourage the development of integrated learning systems especially at school level;
- . equality : demographic pressures will result in new emphasis being given to attracting non-traditional groups into higher-level skills training, in particular members of ethnic minorities. Women will also need to be encouraged much more to participate in non-traditional and more technically orientated training and retraining. At the same time, these pressures will give a new urgency to the need to ensure that appropriate and acceptable forms of training and employment are available to all, and particularly to those young people who leave school with minimum or no qualifications, and those in unstable employment or chronic unemployment.
- . responsiveness : both education and training must become more rapidly responsive to socio-economic trends and advances in scientific knowledge. In particular they must be more closely integrated into regional development measures designed to exploit local economic potential, especially in areas of concentrated and long-term unemployment; and to meet specific problems of inner-city decline and rural deprivation.

THE EUROPEAN DIMENSION

The 'flagship' programmes of the Community, notably ERASMUS, COMETT, LINGUA, and Youth for Europe have now achieved a special place in the overall human resource strategy of the Community (the different Community programmes are briefly described in Annex A). In a similar fashion to the major RTD programmes, they provide practical demonstrations to the public of the meaning of the Community dimension and the value of joint efforts. They also have an important multiplier effect on the free movement of ideas and people and in increasing a sense of partnership in shared endeavours. Through the opportunities they offer for young people to meet and to learn from each other, they serve to enhance mutual understanding of cultural differences and also to counteract xenophobia by giving young people a window on the wider world.

The prospect of the Internal Market, together with moves towards a Citizens' Europe, have not merely accelerated this trend. They have created a new impetus and pressures from a different quarter. By becoming a credible option at last, Europe now constitutes a new horizon for ordinary people, particularly young people at the start of their working life. But these young people in turn develop new expectations of education and training systems, to equip them with appropriate skills so as to exploit the European horizon and survive in the Internal Market. Similar demands are also being made by employers and trade unions throughout the Community. The European dimension is thus now being imposed on education and training policy from below by its consumers and users.

Mobility is the obvious immediate issue. The absence of recognition of professional and vocational qualifications has been seen as one of the principal obstacles to movement, and indeed recent progress in this area with the breakthrough by the adoption of the Council Directive (89/48/EEC)(4), based on the principle of mutual trust, has created greater coverage than all past efforts. This has also led to the call for further action, in close cooperation with the social partners, building on the approach of this Directive, to set up a system for the recognition and comparability of qualifications at all levels (less than three years professional education and training).

Exploiting the European dimension involves building networks of contacts and cooperation across frontiers at different levels of the education and training systems. As the demand for cross-national contacts has grown, so has a new awareness of the importance of skills in foreign languages and the need for a fuller understanding of the culture and traditions of other countries in the Community.

The strategic importance of investment in training, both initial and continuing, has been given further impetus by the terms of the Single European Act. In particular, the Community-wide effort to promote economic and social cohesion requires a huge effort to improve the availability, quality and continuity of education and training, most especially in the least favoured regions and categories of disadvantage (eg long term unemployed). The Structural Funds, in their revised form, are precisely designed to contribute to meeting these needs. Moreover, the Commission recognises the need to make a substantial accompanying effort to that provided by the Structural Funds to ensure that in supporting training operations, progress is also made in achieving higher common standards of training throughout the Community as well as fitting into the framework of national development plans.

Human resource development clearly forms an integral part of Community policies for economic development and employment generation. Over and above this, there is an increasingly important educational and training dimension of other Community policies. In areas as diverse as environment, health, consumer protection, and development, there is a concern for example to support action to increase awareness not only at the level of public opinion but also from within the education and training systems. In Community science and RTD policy, there is a growing preoccupation with the problem of ensuring an adequate supply of top quality young scientists and highly skilled technicians in the future. The training needs of the managers and workforce of SMEs require special attention, particularly with regard to the challenges of 1992. In parallel, in its external relations, increasing importance is attached to cooperation in the field of education and training, whether in respect of other industrialized countries or in the context of development assistance.

PRINCIPLES

At the core of the Community's effort in the coming period will be the pursuit of the responsibility under the Treaty of Rome (Article 128) to "lay down general principles for the implementation of a common training policy" as well as the promotion of higher standards of training, integral to the priority objectives of the Structural Funds. Cooperation at Community level, initially launched in the education field in 1976, now has to move up a gear in the period up to 1992 to permit a new phase of development, building on the valuable bases of cooperation already established. It is essential, however, in strengthening the Community's efforts in the period ahead to reaffirm two basic principles which underpin the approach of the Community institutions in this field, and which will thus create the atmosphere of mutual confidence enabling all parties concerned to move forward in partnership.

Respect for Diversity

It is vital to preserve and respect the rich diversity of educational traditions in the Community, and to draw the best from this common heritage in promoting higher standards for the future. Blanket harmonisation or standardization of the educational systems is entirely undesirable; it is not the Commission's objective in this field. The efforts of all Member States and the Commission should be designed to improve the overall quality of

educational provision by bringing the different systems into a long-term process of contact, cooperation and concertation and by avoiding unnecessary divergences which would otherwise impede the free movement of persons and ideas.

Subsidiarity

In developing new forms of cooperation at Community level, the Commission fully recognises the importance of identifying clearly those responsibilities and measures to be pursued by or within Member States and those which can be implemented by the Commission itself by virtue of its competence and its special catalytic and coordinating role and the added value that can be given to efforts within Member States. The Commission will therefore continue to cooperate fully with the relevant authorities and to take into account the role played by federal, regional and indeed local bodies in the education and training field.

OBJECTIVES

The main objectives of cooperation in this next phase should in particular be to :

- . develop a Europe of quality, in which the skills, creativity, and dynamism of people are encouraged through a commitment to life-long learning, whilst also establishing a Europe of solidarity by promoting equal opportunities for access to and participation in education throughout life, and by a concerted attack on school failure and the lack of basic skills among so many school-leavers;
- . devise arrangements whereby educational reforms and restructuring within Member States can be designed in full awareness of the experience of other Member States, and so that, where appropriate, cooperation between the systems is facilitated;
- . promote the shared democratic values of the Member States, and increase understanding of the multicultural characteristics of the Community and of the importance of preparing young people for citizenship which involves the Community dimension in addition to their national, regional and local affiliations;

To achieve these objectives in full respect of the above-mentioned principles, the Commission will promote the mobility of persons and ideas, the exchange of experience and information on the different systems and the conduct of joint projects of multiplier value.

Methods

The Commission has many partners in this field: governments, employers, trade unions, parents, voluntary bodies, youth organisations as well as universities and other educational institutions. The Commission is particularly concerned to enhance the effectiveness of the various arrangements both formal and informal, which have been developed over the years for the purpose of consultation and cooperation.

Of prime importance is the need to strengthen the social dialogue - and ensure that machinery exists to enable both sides of industry to contribute fully to policy discussions on human resource development at all levels, to be involved in programme implementation and to take joint initiatives as appropriate, whether in an interprofessional or sectoral framework. To this end a special

working group has been set up in the framework of the social dialogue to consider education and training. The Advisory Committee on Vocational Training will need to assist the Commission in deepening the process of concertation, reviewing and adapting its role in the light of changing priorities and the increasing scale of Community action.

Some streamlining of machinery will also be necessary at the level of the various working groups set up by a variety of Council Resolutions to assist the Commission in implementing various action programmes, particularly in the field of education. The objective will be to achieve greater policy coherence as well as some economy of effort on the part of Commission services and national authorities. At a different level, it will also be important to strengthen the mechanism for cooperation with Member States on issues of medium term planning in educational policy, separating this kind of dialogue from tasks more specifically concerned with the negotiation of Commission proposals in education and training. The Commission is prepared to review existing arrangements together with Member States.

The Commission will also give increasing attention to the dissemination of information about the education and training initiatives of the Community, and to the special need to inform young people. The importance of providing better information more widely in this field is recognised in the Commission's information priorities for 1989(5). Full information on Community activities will be available shortly in the Commission's report on education and training during 1987-88.

External Relations

The Commission is fully conscious of the need to play a full and active part in developing cooperation with third countries and with international organisations active in the field. Human resource development is increasingly seen as an essential part of the Community's policies for its external relations with other parts of the world. The EFTA countries in particular have reiterated their requests to be closely associated with Community initiatives in the field of education and training. The Commission will intensify the exchange of information with EFTA and has proposed the association of EFTA with the COMETT II programme, due to begin in January 1990. During the coming year, cooperation with Council of Europe, UNESCO, the Nordic Council, OECD and ILO will also be reviewed.

PART II

At the end of each of the 7 sections in Part II a Summary Table is given of actions to be pursued. New initiatives are indicated by an asterisk.

FREE MOVEMENT OF PERSONS : QUALIFICATIONS

1. Professionals and workers of all kinds who want to move within the Community must have confidence that they can do so without difficulties arising from the particular qualifications they may have acquired. This will be especially important for young people eager to exploit the opportunities opened up by the completion of the internal market.

Recognition of professional diplomas and vocational qualifications

2. In accordance with the commitments contained in the White Paper on the Internal Market(6), the adoption by the Council of the Directive on 21 December 1988(7) marks an important milestone in eliminating a very real obstacle to the free movement of persons. For the first time, a new approach has been agreed by all Member States, based on the principle of mutual trust, instead of sectoral harmonisation. It is this overall framework approach which has permitted a real breakthrough in a field where for years it had proved difficult to make progress. This new Directive complements a number of sectoral directives adopted previously by the Council.

The general system defined in the Directive adopted by the Council on 21 December 1988 concerns the recognition of diplomas awarded for professional purposes and not of academic diplomas and degrees as such. The Commission will give priority to ensuring the full and effective implementation of this Directive.

This new development points the way for a further step forward to achieve progress towards the recognition of professional/vocational qualifications at other lower and intermediate levels (i.e. less than 3 years professional education and training). It is simply not possible in a frontier-free Community to eliminate the recognition obstacles to the free movement of persons only for those who possess professional qualifications at this level. The European Council at Hannover in June 1988 expressed the wish that the conditions be met for mutual recognition of vocational training qualifications.

This implies a reappraisal of the approach followed in the field of vocational training qualifications on the basis of the Council Decision (1985)(8), which is limited to establishing comparability of qualifications, sector by sector, for occupations at skilled worker level (level 2). Although there has certainly been value in the cooperation between sectoral experts (e.g. in construction, motor repair and hotel-catering) with the technical assistance of CEDEFOP, in extending mutual understanding of the different systems, these efforts fall short of the 1992 objectives and time-scale. The existing process which is both costly and time-consuming will, at the current slow rate of progress, fail to achieve even the comparability of qualifications at this level by the year 2000.

The Commission is therefore examining the scope for complementary measures to establish recognition of vocational qualifications in the case of all jobs which are regulated by such a requirement as well as to improve the transparency of the labour market as regards training and qualifications acquired in the different Member States. As announced in the Commission's work programme for 1989(9), the Commission will present its proposals later this year.

Recognition of diplomas and periods of academic study (higher education)

3. The ERASMUS Programme has already enabled considerable progress to be made towards the expansion of student mobility and exchange within the Community. The fully-fledged European Community Course Credit Transfer System will be launched before the end of 1989, drawing on the results of the first year's feasibility study which is now in progress in 5 fields of specialization. Of course this involves part-course mobility only. The Community must be concerned too with those students who move for the whole duration of a degree programme.

The wider issue of securing a common agreement on entry qualifications to universities or to other higher education institutions, with respect to prior qualifications gained in another Member State, has not yet been tackled on a Community-wide basis. The Commission will examine further the need for arrangements designed to establish the mutual recognition of entry qualifications to higher education, drawing on the valuable experience acquired through the European Baccalaureat and its special Convention. As a preparatory step, the Commission has launched a study to establish the comparative picture in this field and to provide the basis for the Commission's proposals to be issued before the end of 1990. In the same context, it will also examine difficulties facing students who move abroad to study, whether with or without their families, and with their rights of access to and conditions for study.

As the Court of Justice affirmed in the Gravier case(10), Community nationals have a right of access, on the same conditions as nationals, to vocational training in other Member States, including, as confirmed too in the Blaizot case(11), a right of access to university studies, which in general form part of the notion of vocational training. Following these judgements, Member States have been required to take measures to ensure that access to courses, in terms of admission fees, do not discriminate against nationals of other Member States.

Application of Article 48 of the Treaty of Rome to the mobility of teachers

4. The Commission has announced its intention to take action in the area of public sector employment, so as to give Community citizens the greatest possible freedom of movement in order to find a job. This is all the more necessary at a time when the Community is implementing ambitious programmes to promote the mobility of students and researchers (ERASMUS, COMETT, and SCIENCE). In this spirit, the Commission has detailed the way in which it wishes to see Article 48 of the Treaty of Rome applied to sectors of the public service which are sufficiently far from the exercise of public power to justify equal treatment in mobility terms (transport services, health care, teachers and civil research)(12). Combined with the impact of the new Council Directive on the general system for the recognition of higher education diplomas, this should ensure that the right of qualified teachers to apply for jobs in other Member States will be fully respected.

The Commission will issue a report on public service employment later in 1989. As a complement, a pamphlet will be prepared for publication in 1990 giving information on systems and practices of teacher recruitment and service in each Member State so that teachers are fully aware of the opportunities and conditions in existence.

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- . Follow-up and information activities to prepare the implementation of Directive 89/48/EEC (1989-91);
 - . Launching of credit transfer pilot scheme in the field of higher education (1989);
 - . Report on public service employment (1989);
 - . Proposal for complementary Community instrument(s) concerning vocational qualifications (1989);*
 - . Proposals on mutual recognition of entry qualifications to universities and other higher education institutions (1990);*
 - . Pamphlet on teacher recruitment systems (1990).*
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INITIAL AND CONTINUING TRAINING

5. The set of common vocational training principles agreed by the Council as long ago as 1963(13) has remained valid in broad terms over the years. The Commission considers it necessary to review them so as to help create a new public awareness of their significance as signposts for 1990s. In this perspective, the Commission will build on its earlier communication on vocational training in the 1980s(14) as well as on the terms of the Council Resolution adopted in 1983(15) and of subsequent Community Initiatives in this field. Account will also be taken of the evolution of the Court's jurisprudence affecting this area.

Training will play a vital part in the overall contribution to be made by the Community in the period up to 1992 within the framework of the Structural Funds, and most especially through the European Social Fund. This presents a new opportunity to raise standards of training throughout the Community, with special assistance for the less developed regions. The Commission will monitor the future development of training policies as they develop with the support of the Structural Funds, with particular regard to each of the five priority objectives established by virtue of the Reform of the Structural Funds.

In this context, a special new effort is required with regard to the promotion of the Community's Rural Development Policy. As underlined by the Commission in its Communication on the Future of the Rural World (16), the development of new activities - alternative or supplementary - in rural areas will entail a demand for new occupational qualifications. Appropriate action, in close cooperation with the Member States, will be taken to maintain and develop the education and training infrastructure in the countryside.

Young People

6. The preparation of young people for working life, their initial training, vocational guidance ~~and work experience~~ have long been an area of major concern for the Community which has promoted new approaches in this field through its two "Transition" programmes(17), and supported massive investment in youth training schemes through the European Social Fund. It has taken a lead most particularly in developing an integrated approach to youth training and to measures to prevent youth unemployment, involving both education and training authorities as well as other partners in the local community.

Under the new rules of the Structural Funds operational since January 1989(18), the integration of young people into the labour market will remain a priority objective over the next five years, during which period the resources available to the Structural Funds are due to be doubled.

The objective of offering all young people who so wish two years or more training after the end of (full-time) compulsory education was set in the Council Decision of December 1987. This Council Decision which set up the PETRA youth training programme(20) remains an essential reference point for both the qualitative and quantitative development of Youth training policies. Monitoring, technical assistance and policy assessment will be strengthened in this respect in the framework of the PETRA programme, along with the other networking and partnership initiatives and coordinated research on issues of common concern. A first progress report on the PETRA programme will be produced by the Commission early in 1990, together with the results of comparative studies on school failure.

Continuing Education and Training

7. Until recently, the main focus of the Community's effort in this broad field was on tackling the problems of the unemployed. This concern for the unemployed, both young people and adults, is now paralleled by a growing demand for the Community to promote a strategy of continuing education and training for the present and future workforce throughout their working careers. This subject was considered at the last meeting of the tripartite Standing Committee for Employment, held on November 25, 1988. The conclusions of the President of the Council(21) drawn from the deliberations of the Standing Committee served as a basis for a Resolution of the Council (Social), adopted on 5 April 1989(22), inviting the Commission to present its proposals in this field.

On 12 January 1989, in the framework of the Social Dialogue the social partners agreed to treat as one of the two top priorities the question of education and training and in particular the need to promote access to and participation in continuing education and training. The importance of this latter theme was underlined in Hannover by the European Council in 1988. The Commission intends to draw up its proposals for supporting action at Community level in the light of the deliberations formulated in this framework.

One of the main issues which the Commission expects to take up in this framework will be that of supporting concertation between social partners and public authorities at regional level and at enterprise or sector level, with special attention to the sectors particularly affected by the completion of the internal market. The Commission will also be reflecting the need for greater concertation and integration in the programmes to be financed by the Structural Funds. Over and above this funding, various kinds of partnerships should be developed, including partnerships on the COMETT model involving cooperation and exchange between firms and research and educational institutions within a region and between regions, and their efforts directed at improving the monitoring and forecasting of trends in skill needs across the Community. The training needs of SME's require special attention particularly with regard to the training of managers to exploit the potential of the Single Market.

8. The modernisation of adult education and training provisions should be further supported with particular reference to the European-wide open learning systems being developed with assistance from the COMETT and DELTA programmes. The European Association for Distance Learning Universities is already actively developing collaborative schemes in a number of fields (eg law and business studies), with the cooperation of the Commission. These methods of delivering education and training can by definition easily cross national frontiers and open up new horizons for students and trainees wherever they may be situated. In this way, they can be of great potential for SMEs. The Commission intends to present during 1989 a first report on existing cooperation in this field including proposals for strengthening a European Network of Open Universities.
9. Information exchange, particularly on examples of good practice at enterprise or sector level, will become increasingly important as the social dialogue develops at all levels. Improved information systems will need to be elaborated in the light of experience gained by CEDEFOP(23), EURYDICE(24), ELISE(25), MISEP(26) and other systems, such as IRIS (vocational training for women)(27), HELIOS (disabled people)(28), EUROTECNET (new technologies)(29), and the experimental training programme for SME managers(30) in preparation for 1992.

The Commission considers that CEDEFOP should consolidate its function of providing authoritative comparative information on the training systems and structures of Member States, as well as giving priority to the scheme of study visits for training specialists to examine training practices abroad at first hand. The planning guidelines of CEDEFOP include provision for these developments. The function of providing a platform for the exchange of views between the social partners, the public services and the Commission on training issues should be fully exploited by CEDEFOP to maximise the transfer of information on good European practices to the trainers and specialists in the field, using all Community languages.

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- . Interim report on implementation of Community action programme (PETRA) concerning Initial Training of Young People (1990) and final report (1993);
 - . Report on the experimental scheme for the training of SME managers for 1992 (1990).
 - . Report on implementation of the Commission's Recommendation on Vocational Training for Women (1991);
 - . Participation in the social dialogue with regard to education and training and examinations of possible follow-up to its conclusions;*
 - . Proposals for a Community action programme in the field of continuing education and training in firms (1989);*
 - . Report on Open and Distance Learning Universities in Europe (1990).*
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ERASMUS AND UNIVERSITY DEVELOPMENT IN THE COMMUNITY

10. To date ERASMUS(31) has been the centrepiece of Community action to foster inter-university cooperation and to multiply substantially the number of students benefitting from organised exchanges within the Community. The objective is to prepare students by means of this European dimension to their initial training to work within the single market.

ERASMUS has undoubtedly been a great success in stimulating the widespread interest of students and academic staff in developing partnership projects with institutions of higher education abroad. However, taking into account the total of about 6 million students within the Community and the existence of around 3.500 institutions of higher education, the Community is still a long way from achieving the target objective of around 10% of the student population enjoying such periods of training abroad by the year 1992.

The Commission has issued its 1988 report on the ERASMUS programme(32) and will shortly issue its proposals for a second phase of 5 years (1990-1994), to be decided by the Council in December 1989. The results to date of the Commission's different measures of monitoring and evaluation of the programme will also be presented during 1989, along with the opinion of the ERASMUS Advisory Committee.

The ERASMUS and SCIENCE(33) programme have been at the forefront of the Community effort to promote the mobility and exchange of teachers and researchers within the Community. Along with the range of other Community initiatives (e.g. ESPRIT(34), BRIT(35)) which offer considerable opportunities for universities to participate in European cooperative projects, these new large European programmes are stimulating the leadership of higher education institutions to think through the implications of 1992 for the future planning of their teaching, research

and public service functions. The Commission intends to issue a Green Paper in 1990 to assist higher education policymakers in the wider discussion of the new European challenges in the perspective of planning for the year 2000.

The ERASMUS programme is open to all disciplines and areas of study, and the intensive collaboration already initiated is leading to the development of more European content in many fields e.g. business studies, law, medicine, engineering. These collaborative ventures are all voluntary and derive exclusively from the initiative of the grass-root institutions themselves. With the expansion of the ERASMUS scheme, it should therefore be possible to give a strong boost to interdisciplinary teaching and cooperation about Europe in a wide range of disciplines.

11. As indicated in its earlier communication in May 1988, however, the Commission considers that a complementary initiative is required by the establishment of a European pool of professorships which could be allocated to stimulate interdisciplinary teaching and research on EC related themes, thus complementing the measures which Member States themselves must take. Proposals to this end will be developed by the Commission.
12. Moreover, in planning the expansion of the higher education systems for the 1990s with a stronger European dimension, the Commission considers that it would be valuable to exchange experience on the key issues of common concern. Cooperation with institutions of higher education in other parts of the world (eg. Lomé, Latin America) will also be reviewed and extended in the coming period.
13. The expansion of student numbers in higher education in the current demographic situation, the financing of their studies, the diversification of higher education provision and the need to take into account changing curricula and skill needs are all questions of paramount importance for future planning. During the period 1989-91 it is planned to pool experience about the planning of higher education for the 1990s especially in view of assessing in the broadest sense, the impact and repercussions of 1992 and the completion of the internal market. As a complement to its Student Handbook the Commission intends to prepare a manual of advice to graduates about the future European labour market and the new opportunities which will be opened up as of 1992 for them. In collaboration with national authorities and representatives of higher education institutions, the Commission intends to sponsor a major European conference to address these issues in 1990 and subsequently (1991) to prepare a special report on Higher Education in the Community. During 1990 the Commission will in particular present an up to date comparative review of access policies to higher education (numerus clausus, fees etc).

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- . Presentation of 1988 Annual Report on ERASMUS (1989)
 - . Proposals for ERASMUS Phase II (1989);
 - . Proposals for the establishment of a European Pool of Professorships (1990);*
 - . Presentation of Green Paper on Higher Education Challenges for 1992 (1990);*
 - . European Conference on Higher Education Planning for the year 2000 (1990);*
 - . Special Report on Higher Education in the Community (1991);*
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EDUCATION AND TRAINING FOR TECHNOLOGICAL CHANGE

14. Over the next 4-year period, the Commission considers that to make progress in mastering technological change, it will be essential to develop a coherent view of the introduction of the new technologies at all stages of the education and training process. To this end, a 3-pronged approach has already been established by the Community Institutions:

- (i) the need to improve university-industry collaboration so as to ensure that advanced training programmes are designed to take account of new skills needs and the interdisciplinary challenges of technological change.
- (ii) the need to provide both the existing workforce and new workers with opportunities for training and retraining and to acquire new types of qualifications as the boundaries between jobs become more and more blurred under the pressures of technological change.
- (iii) the need to exploit the new technologies during the period of full-time compulsory education and initial training both in terms of curriculum content and new approaches and methodologies for learning, particularly within the framework of improved school-industry relations.

The COMETT(36) and EUROTECNET programmes have already made their mark in addressing the first 2 strands, and the Commission has recently presented its report on the actions taken at school level (1984 - 1988)(37). These initiatives have been widely welcomed, especially by the social partners (in the framework of the social dialogue) and by the European Parliament which has repeatedly called on the Commission to issue its proposals for the third strand in the near future(38).

It is increasingly important to make a more organized link between this action and the Community's efforts in relation to research and technological development. The DELTA(39) programme, which is part of the RTD framework programme, is of special significance in this respect in so far as it will help educational users to have access to equipment at a low unit cost, which they can afford, and to ensure the easy transferability of materials between Member States. As such it is particularly complementary to these guidelines in the field of education and training. A final report on the first phase of the DELTA programme will be issued before the end of 1990.

COMETT I and II (1990 - 1994)

15. During 1989, the Commission will implement the final year of the first phase of the COMETT programme, and also prepare the ground for the launch of COMETT II (1990-1994), with effect from 1 January 1990(40). The enlarged scope of COMETT II will permit a much greater effort to be made to engage SMEs actively in the programme, as well to link the different initiatives with other regional development schemes, and with initiatives aimed at the transfer of technology and the protection of the environment.

Special attention will be focussed on the key industrial sectors affected by technological change, both new and traditional, and on the interplay with the Community RTD programme. A special report entitled "Development of the COMETT programme" will be issued by the Commission later this year, complementing the annual report on 1988, which will be widely distributed to promote reactions from all interested parties.

Later in 1989, moreover, the external evaluation report on the COMETT programme will be published, and it is hoped that it will provide the basis for the continuing evaluation and monitoring arrangement to be introduced in respect of COMETT II. The creation of a special Working Party by Industry, Research and Development Advisory Committee (IRDAC), with a wide-ranging mandate in the field of education and training from an industrial viewpoint has been welcomed, and will serve to complement the advice of the COMETT Committee.

During 1990, the Commission intends to issue a first discussion paper on the most effective ways of building university-industry partnerships so as to stimulate further action in Member States. An interim report on COMETT II will be presented in 1992 and every effort will be made to trace the links between Community action and other initiatives within Member States. The final report on COMETT II will be published in 1994.

EUROTECNET II

16. The Commission will shortly present its report on the first phase of the EUROTECNET programme (1985 - 1988) set up by the Council on June 2, 1983(41). At the same time, in accordance with the Commission's work programme for 1989, the proposals for EUROTECNET II (1990-94) will be presented, together with the supportive opinion of the Advisory Committee for Vocational Training held in December 1988, for adoption by the Council by the end of 1989.

This experimental European programme which provides opportunities for exchanges of experience between trainers, researchers and practitioners is intended to be exploited progressively to identify new approaches within Member States and also by the Community's main financial instrument in this field, the European Social Fund. An evaluation of the training of workers for technological change, especially in SMEs, will be made during 1991.

As such, EUROTECNET also provides a direct follow-up at Community level to the joint opinion established in March 1987 through the social dialogue on the training and motivation of the workforce to new technological change. The Commission intends to review the follow-up to this joint opinion in close collaboration with the social partners, and with the technical assistance of CEDEFOP; a report on this subject will be issued in 1990.

New Technologies in the school systems

17. The results of the Community action programme (1984-1988)(42) in this field indicate quite clearly that in order to develop a balanced approach it is essential to introduce the new technologies across the school curriculum as a whole, and not exclusively linked with science and mathematics. This aim is important if the greatest number possible are to master technological change for the future, rather than simply a limited elite. It is vital too to ensure that girls as well as boys acquire the necessary skills.

Education and Science/Technology

18. The Commission considers that over the next 4 years greater efforts should be made to introduce bridges between the initiatives in the field of education and training and those in the fields of science and technological development. This will be reflected in particular in the proposal concerning the revision of the framework programme for RTD

actions, to be issued later this year. The Commission will also issue its report on the State of Science and Technology in Europe this year. A European conference will be held during the second half of 1990 to stimulate discussion of the implications of these European-wide initiatives for the future planning of the education and training systems.

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- . Completion of the implementation of COMETT I (1989) and issue of final report, including evaluation, on COMETT I (1990);
 - . Implementation of COMETT II (1990 - 94);
 - . Interim report (1992) and final report on COMETT II (1994);
 - . Final report on DELTA I (1990);
 - . Report on EUROTECNET I (1989);
 - . Evaluation of training operations for SMEs (1990 - 91);
 - . Proposal for EUROTECNET II for the period 1990 - 94 (1989);*
 - . European Conference on Education links with Science, Research and Technological Development (1990).*
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IMPROVING THE QUALITY OF EDUCATION SYSTEMS THROUGH COOPERATION

19. Despite the many efforts over recent years to build better mutual understanding between policymakers and practitioners in the education field, much still remains to be done to secure the basis of a more concerted approach to the design of the different systems. The EURYDICE network has played a useful role in building a basis of mutual understanding and cooperation.

However, major national educational reforms still tend to be introduced within Member States without any systematic examination of or comparison with European experience and without adequate consideration of the implications for the different systems. It is necessary to establish progressively, in full collaboration between Member States and the Commission, a system whereby exchange of experience on a European-wide basis is established as a regular arrangement.

The Commission proposes the establishment of a forum for the coordinated examination of policy issues of common concern, to be reviewed each year with the Council. The joint examination of these issues will be organised with the senior education policymakers of Member States in a series of Round Table conferences. In formulating proposals to this end, a report will be presented summarising the results of relevant work already accomplished in the framework of existing educational cooperation at Community level. The comparative information for this purpose will be secured with the technical assistance of EURYDICE.

In this context, the EURYDICE network needs to be consolidated and extended, as the common privileged instrument for educational policymakers in the Community. Member States will be invited in the meantime to review the functioning of the existing national units and means of linking them more effectively with national policymaking. Moreover, the scheme of study visits for educational specialists (known as ARION) (43) has benefitted already more than 3,000 since its inception in 1977. The Commission considers that the scheme should in future be more integrally linked to underpin projected reforms by Member States by making it possible for teams of specialists to advise on European-wide experience on the issues identified in the Round Table conferences to be of common concern.

With a view to ensuring the cross-fertilisation of ideas with other interest groups on the future directions of education policy, the

Commission will also continue to arrange joint conferences involving employers, trade unions, parents and teacher representatives operating at European level.

The Commission will identify with Member States a number of longer term issues and perspectives for the 1990s on which to concert research on a cooperative basis, drawing together a European Directory of the main policy research enquiries launched each year by the education authorities of each Member State. A continuing comparative enquiry will be established to analyse the changing systems of centralised and decentralised provision of education. This report will complement the periodic production of monographs describing the national education systems accompanied by a European glossary to clarify terminological usages.

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- Proposal on arrangements for educational policy cooperation *, including review of role of EURYDICE and scheme of study visits for educational specialists (1990).*
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FOREIGN LANGUAGE TEACHING AND TRAINING

20. Since 1976, attention has been focussed on three separate strands of activity: promotion of the European dimension in school curricula, the teaching of foreign languages, and the linguistic and cultural education of migrant workers' children.

There is need to adapt the action to take account of the completely new context created by completion of the internal market, and to avoid fragmentation of initiatives in this field.

Foreign language teaching and learning

21. 1992 has helped to put the spotlight on the learning of foreign languages as the essential part of European education and training. Indeed the lack of people capable of working through the medium of Community languages other than their own is a crucial constraint to the completion of the Internal Market. Lack of capacity to communicate is not only a barrier to freedom of movement. It is also a handicap to the increasing business and trading connections within the Community.

The LINGUA programme was proposed by the Commission on 21 December 1988(44) and has been warmly welcomed by the Economic and Social Committee(45) and by the European Parliament(46). The Council is expected to adopt the programme during 1989 so as to permit its effective launching with effect from 1 January 1990 for a five year period, thus giving a boost to the policies of Member States to improve the quality and range of foreign language teaching throughout the Community.

In parallel with LINGUA, the Commission will continue to support the programme of cooperation in support of the less widely used languages and cultures within Member States in line with the Resolution of the European Parliament. Priority will be given to education exchanges, cooperation in research, joint seminars and pilot projects. An evaluation report will be drawn up for publication in 1990.

22. Language learning is but one component of - and frequently the carrier for - the much broader set of skills and experiences which are required for intercultural living and communication. Other components include school

exchanges for pupils and teachers, allowing direct experience of other European cultures and traditions, joint projects and special educational materials designed to heighten awareness and interest in other regional and national realities, new curricula elements for subjects such as history, social studies, religion or ethics, which can highlight the common democratic values of European civilisation.

The future initiatives foreseen should converge also with the priorities emerging from the current review of Community activities on the education of migrant workers' children based not only on the implementation of the Council Directive 486/77/CEE(47) but also on the experience of pilot projects conducted by the Commission, an evaluation of which will be issued later this year. Changes in migration and immigration patterns in the Community together with the progressive enlargement of the Community have also contributed to changing the issues involved, and to broadening the educational responses required (at the same time the significance of school failure amongst a high proportion of "migrant" school-leavers should be highlighted). The vocational training needs of migrants within the Community will be further reviewed, in the light of the impact of 1992.

European Schools

The experience of the European schools, so long isolated, should also be brought to bear in this area of concern, for example through interchange and experimentation in collaboration with other schools which have a strong intercultural identity and purpose. The Commission intends to promote such collaboration on a continuing basis with effect from 1990. In 1989, the Commission intends to issue a communication on the European Schools.

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- . Implementation of programme on less widely-used languages (publication of evaluation report (1990));
 - . Publication of evaluation report on Community action concerning the education of the children of migrant workers (1989)
 - . Adoption and launching of LINGUA programme (1989) (1990-1994);
 - . Communication on European Schools (1989);*
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PROMOTION OF YOUTH EXCHANGES

23. The first programme for the Exchange of Young Workers dates from 1964 and represents one of the Community's earliest exchange programmes, as provided under the terms of the Treaty (Article 50). Now in its third phase (known as the Third Joint programme)(48), the Commission published in July 1988 an interim report on the progress of the exchanges, giving an analysis for the period 1985 to 1987(49).

The results achieved so far have proved this programme to be an effective response to the needs and aspirations of young Europeans, even though the numbers involved are still relatively modest. Nearly 8.000 young people participated over the last three years, of whom over 50% were young women. An effective exchange network has been established throughout the Member States, permitting the development of a more broadly-based system of exchanges, and allowing measures to redress sectoral and geographical

Imbalances. The opening of the programme to young job-seekers has however greatly increased demand to participate (currently 4 times greater than can be supported under the funding available).

24. In March 1986, as a follow up to the Adonnino Report and building on experience with these young worker exchanges, the Commission proposed to the Council a generalized programme to support youth exchanges in the Community, (originally known as "Yes for Europe") (50).

The Council adopted the programme now called "Youth for Europe" in June 1988 (51). This new programme is designed to increase the number and the quality of youth exchanges between the Member States and give special support to exchanges involving young people from countries at present underrepresented, or whose language is less widely spoken. It also gives priority to exchanges organized by young people or including young people whose personal circumstances make participation in youth exchanges particularly costly or difficult.

Operational as from 1st July 1988, the programme will run initially for a three year period and will involve the setting up of information and advisory services in all Member States as well as support for some 80.000 youth exchanges during this period. The national services will all be set up during 1989 and are expected to provide a shared platform for the launching of practical initiatives in the years ahead. The Commission intends to exploit its catalytic role to multiply substantially the numbers of well-organised youth exchanges, and will produce a comparative analysis of the opportunities in the Community (1990).

In 1990, the Commission is due to present reports on the first year of operation of Youth for Europe and its final report on the third phase of the Young Worker Exchange Programme. A further report on the implementation of the Youth for Europe programme has to be provided after the end of the second year (1990).

The Commission intends to examine the scope for simplifying the presentation of the opportunities available to the youth public by these two programmes and also to streamline their administration. For this reason, the phasing of the 2 schemes will be synchronised to permit a more coordinated approach in future by the Commission to youth exchanges of all kinds. For any new arrangements to be introduced in good time for an integrated scheme, the Council will have to decide on the Commission's proposals not later than June 1991. In this context, consideration will be given to the feasibility of introducing a European Youth Card at Community Level.

In the run-up to 1992, efforts will also be made to develop a much greater momentum in providing opportunities for initiatives by young people, building on the basis of the two existing Community youth exchange programmes and on the experience of the youth initiative and youth information projects supported by the Commission in the framework of the PETRA programme.

25. During 1989, however, the Commission intends to produce a first set of proposals, complementary to LINGUA, in the area of school exchanges ("Classes 1992"). By the medium term the aim would be to enable all secondary school pupils to spend a period at a partner establishment in another Member State.

This initiative will seek to mobilise other sources of support for such exchanges, developing if possible a broad commitment to European education at the level of local communities. In this respect the Commission will seek to build on town and city twinnings and to encourage inter-school agreements which can provide a lasting framework for the exchange of pupils focussed on well-planned educational projects e.g. on environmental topics or industrial experience forming part of the pupil's project work. Support is also foreseen for teacher exchanges as the necessary pre-condition to well-organised exchanges for their schools and pupils. The different teacher organisations operating on a European level (e.g. the European Secondary Heads Association) will be invited to participate in the development of this initiatives.

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- . Proposals for extension of the Young Worker Exchange Programme until 1991 (1990);
 - . Proposal (early 1991) for new integrated Community framework of Youth Exchanges to start in 1992;*
 - . Proposals for the first stage of a new project "Exchange of Classes of 1992" (1990);*
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PROGRAMME	TIME-TABLE	PEOPLE INVOLVED	OBJECTIVE	ACTIVITIES
ERASMUS	1st phase on-going 1988-1990 2nd phase planned for 1991-1993	Students in higher education Participation of 43000 students and 1500 higher educa- tion institutions in the first phase	Increase the mobility of students in higher educa- tion in the Community and add a European dimension to their initial training	-European network of inter- university cooperation -grants for students to spend a period of training in another Member State -measures to develop the acade- mic recognition of diplomas
COMETT	1st phase on-going 1987-1989 (estimated budget 65 M ECU) 2nd phase planned for 1990-1994 (estimated budget 200 M ECU)	Students in higher education and staff from enterprises participating in 1987/1988 1320 projects and 2400 students	Stimulate university- industry cooperation in order to improve high level training linked to new technologies	-University-industry partnerships -Transnational placements for students in enterprises -joint continuing training projects
Youth for Europe	1st phase on-going 1989-1991 2nd phase planned for 1992 (budget proposal for 1990: 6,5 M ECU)	Young people from 15 to 25 years old Participation in the first phase: 80000 young people	Improve, develop and diversify young peoples exchanges in the Commu- nity	-Support for young people's exchanges of at least 1 week -national agencies for informa- tion and coordination of the programme -study visits and assistance for training courses for the organisers of youth exchanges
Exchanges of Young Workers	3rd phase on-going 1985-1990 4th phase planned for 1991 (budget proposal for 1990: 5,5 M ECU)	Young workers or job seekers of 18 to 28 years old Participation in 1987/1988 7000 young people	Offer training or work experience for young people in another Member State	-Support for short (up to 3 months) or long (up to 16months) periods of work or training for young people in another Member State -Exchange network

<p>PHIRA</p>	<p>1st phase on-going 1989-1992 (budget proposal for 1990: 9 M ECU)</p>	<p>Young people in vocational training following full-time compulsory education 154 training initia- tives in 1989 200 youth projects</p>	<p>Support, with a Community added-value, the imple- mentation of the Council Decision of the vocatio- nal training of young people</p>	<ul style="list-style-type: none"> -European network of vocational training initiatives in the form of transnational partner- ships -initiatives and information projects managed by young people themselves -cooperation in the research field
<p>IRIS</p>	<p>1st phase on-going 1988-1992 (budget proposal for 1990: 0,5 M ECU)</p>	<p>Women in vocational training 71 projects in 1989</p>	<p>Develop the access of women to vocational training</p>	<p>Network of inovative projects in vocational training for women</p>
<p>CEDEFOP</p>	<p>Created by Council Regulation in 1975 (budget proposal for 1990: 8,6 M ECU)</p>	<p>Decision makers, practicians, social partners involved in initial and continu- ing vocational training</p>	<p>To assist the Commission in encouraging the promo- tion and development of vocational training and of in-service training</p>	<ul style="list-style-type: none"> -study visits for vocational training specialists -data bank and documentation -comparative studies and support of research
<p>EUROTECNET</p>	<p>1st phase on-going 1985-1989 2nd phase planned for 1990-1994 (budget proposal for 1990: 2 M ECU)</p>	<p>Young people and staff of enterprises in initial or conti- nuing training 135 demonstration projects in 1989</p>	<p>Dissemination throughout the Community of innova- tions in the area of vocational training linked to new technolo- gies</p>	<ul style="list-style-type: none"> -European network of demon- stration projects in initial and continuing training -cooperation in the research field

EURYDICE	Network created in 1980 (budget proposal for 1990: 1,8 M ECU)	Education officials	develop information on the education systems and on Community activities in the education field	-data bank on education in the Community -question/answer system between national units -publication of information brochures and comparative analyses
ARION	Activities began in 1978 (budget proposal for 1990: 0,7 M ECU)	Education policy-makers and experts 3200 study visits since 1978	improve mutual understanding of the education systems	Study visits of one week's duration
LINGUA	1st phase planned for 1990-1994 (estimated budget 250 M ECU) (budget proposal for 1990: 6 M ECU)	Pupils and teachers from secondary and higher education whole of the current workforce	Improve the quantity and quality of language training for the citizens of the Community	-support for initial and continuing training of teachers (linked with ERASMUS) -drawing up of teaching materials -pupils exchanges -diagnosing the language needs of the business world
Education of Migrant Workers Children	Activities began in 1977 (budget proposal for 1990: 1,2 M ECU)	Primary and secondary schools with migrant children 15 pilot projects in 1988	improve the intergration of migrant children at all levels of the education systems	-pilot projects relating to the teaching of the mother tongue -teacher training -education for returning migrants

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- (3) SOC/163 "Education" 27/10/88
- (4) O.J. L 19 of 24.1.1989, p. 16
- (5) SEC(89) 103
- (6) COM(85) 310 final
- (7) O.J. L 19 of 24.1.1989, p. 16
- (8) O.J. L 199 of 31.7.1985
- (9) Bulletin of the European Communities, supplement 2/89;
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- (18) O.J. L 374 of 31.12.1988, p. 1
- (19) SI(85) 500 - Conclusions of the Milan Summit
- (20) O.J. L 346 of 10.12.1987, p. 31
- (21) Doc. 9646 Presse 187)
- (22) not yet published
- (23) CEDEFOP - European Centre for Development
of Vocational Training
- (24) EURYDICE - European Information Network in
the Field of Education
- (25) ELISE - European Local Initiatives System of Exchange
- (26) MISEP - Mutual Information System on Employment Policies
- (27) IRIS - European Network of Training Schemes for Women
- (28) HELIOS - European Action Programme in favour of Disabled
Persons
- (29) EUROTECNET - Action Programme in the field
of New Technologies and Vocational Training
- (30) SME - Small and Medium size Enterprises
- (31) ERASMUS - European Action Scheme for the Mobility of
University Students
- (32) COM(89) 119 final
- (33) SCIENCE - Plan to Stimulate the International Cooperation
and Interchange needed by European Research Scientists
- (34) ESPRIT - European Strategic Programme for Research and
Development in Information Technology
- (35) BRITE - Basic Research in Industrial Technologies
for Europe

- (36) COMETT - Community Action Programme for Education and Training for Technology
- (37) SEC(89) 19
- (38) Resolution of 11.11.1988; O.J. C 322 of 15.12.1986, p. 55
- (39) DELTA - Development of European Learning through Technological Advance
- (40) O.J. L 13 of 17.1.1989, p. 28
- (41) O.J. C 166 of 25.6.1983, p. 1
- (42) SEC(89) 19
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- (47) O.J. L 199 of 6.8.1977, p. 32
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- (49) COM(88) 382 final
- (50) COM(86) 52 final
- (51) O.J. L 158 of 25.6.1988, p. 42