



The Ministers responsible for education in the EC Member States have agreed to place more emphasis on the European dimension in education.

## European Dimension in Education

The young generation must be made aware of the advantages which the Community represents and also of the challenges involved in opening up the Community to an enlarged economic and social area. Efforts must be made to strengthen in young people a sense of European identity and the value of European culture.

In their resolution of 24 May 1988 the Ministers called for young people to be given more insight into the cultural, economic and social aspects of the Community and its Member States. The enhancement of the European dimension in education constitutes an important contribution to developing the Community and to realizing the goal of a unified internal market by 1992.

With this target in mind, a host of activities including major initiatives in the Member States are to be undertaken to strengthen the European dimension in all areas of education. The curricula of all suitable disciplines are to be adjusted accordingly, for example literature, languages, history, geography, social sciences, economics and the arts. Teaching material is to be adapted to this common goal. In initial and in-service training schemes for teachers, too, there should be greater emphasis on the European dimension. Contacts and meetings among pupils and teachers from

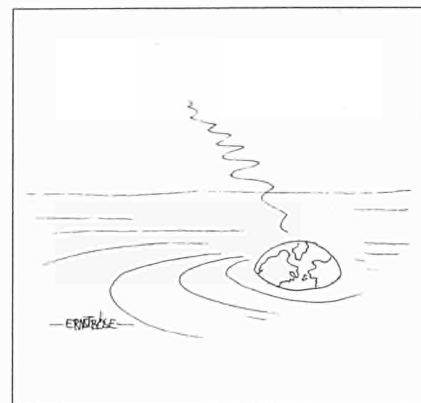
the individual Member States should be intensified and both parents and parents' associations should be encouraged to participate in organizing contacts, exchange programmes and visits to other countries.

As a back-up to the initiatives in the Member States, an exchange of information on the various concepts and schemes in EC states should be encouraged and basic documentation on the Community (its institutions, aims and current tasks) should be prepared for schools and teaching staff. The authors and publishers of teaching material should be made aware of the need to include the European dimension in their products. The programme for study trips for education specialists (ARION Programme) should also be used for the purpose of introducing the European dimension into education as should the opportunities offered by the ERASMUS Programme for students training to become

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## EC training policy



# Environmental Protection has to be Learned

## Resolution of the EC Council of Ministers on Environmental Education

In the opinion of the Ministers responsible for education in the EC Member States, all areas of education (pre-school, general and vocational education and training, university and continuing training) should contribute to environmental education. Environmental protection is assuming increasing importance in efforts to improve living conditions and to guarantee the harmonious development of economic life in the entire Community. In its resolution of 24 May 1988, the Council of Ministers, therefore, recommended that environmental education be promoted through concrete measures and intensified throughout the Community.

Environmental education aims to increase people's awareness of existing environmental problems and possible solutions. It further aims to provide the foundations for individuals to become fully informed about and actively involved in protecting the environment and in the wise and rational use of natural resources.

The realization of this goal and

these guiding principles should be promoted both at Member State and at Community levels. Each Member State should, therefore, take steps to promote the introduction of environmental instruction into all areas of education including vocational training and adult education, taking into consideration regional peculiarities and the possibilities of cooperation with parents, local institutions and other appropriate organizations. It is recommended that the respective guiding principles on objectives and ways to conduct environmental education be presented in a document which could then be circulated to schools and other training bodies. Here, account must be taken of the fact that environmental education is a principle of interdisciplinary teaching which permeates into many areas of instruction.

In order to strengthen the measures in the Member States and to achieve effective cooperation in this sector, the EC Commission intends, among other things, to assess the present situation with

regard to measures in the Member States and at Community level in order to facilitate the transfer and the systematic comparison of these schemes. The Commission will organize meetings, seminars and colloquia on aims and methods of environmental education and other specifically European aspects, and provide basic information material on important environmental Community topics. At the European University's summer courses, educationalists will be afforded an opportunity to exchange experience and to look for new ways to engage in environmental education. Furthermore, a guide to higher education courses in Europe is to be prepared with more detailed information on universities offering specialist training in environmental disciplines. Moreover, environmental education will be incorporated into current Community schemes and programmes (e.g. "Yes for Europe" and "Exchange of Young Workers").

## EC training policy

### Full-time Instruction in the European Community in the 1985-1986 School Year

**760 000 (1 %) fewer pupils and students than last year. 3.5 million (5 %) less than eight years ago**

The number of full-time pupils and students, which had risen rapidly in the 1960s and 1970s, reached its highest level ever, 71.9 million, in the 1977/78 school year in the twelve Member States. Since then, it has been gradually falling (68.4 million for 1985/86) and this development seems likely to continue over the next ten years.

This phenomenon is due first and foremost to the birth figures which peaked in 1964 and have since fallen by 32 % in the period up to 1985. Provisional figures seem to indicate that the birth figures may have begun to climb again; this cannot be said with any degree of certainty, however. The full effects of the falling birth figures were partially offset by a tendency for young people to stay longer in full-time education, which meant that the figures in the upper school years continued to increase both in absolute terms and in relation to the age groups concerned.

These comments are based on the situation in the Community as a whole; the situation is more or less identical in each of the Member States although there are some time differences. In Belgium, the figures reached their highest level in 1971/72, after that they began to fall; in Denmark, the Federal Republic of Germany, France, Italy, Luxembourg, the Netherlands and the United Kingdom the peak figures were recorded in the 1975 to 1979 period; in Greece, Spain, Ireland and Portugal the highest figures may not yet have been reached or the decline may not yet have begun.

### EUROPEAN DIMENSION IN EDUCATION

*continued from page 1*

teachers to gain experience abroad during their training. Co-operation among teacher training colleges and among lecturers should likewise be intensified. At the European Summer University for staff from teacher training colleges, new approaches to the improved integration of the European dimension in teacher training are to be examined each year in the 1989-1992 period. The EC Commission is to be assisted in these tasks by a working group composed of representatives from the various Member States.

The EC Education Committee is to present an initial report on the development of measures undertaken at Member State level and at Community level to reinforce the European dimension in education.



## From the Member States

### IRL

The amalgamation has taken place in order to provide the manpower services in a more coordinated and integrated fashion. Any person seeking training, employment advice or guidance will now be able to make use of these services from the one FAS Office.

In 1988, FAS will have a budget of approximately IRL 200 million and will provide its training and employment services to 70.000 people.

The Board of FAS is tripartite, made up of representatives of employers, trade unions, youth organizations and government departments. An independent Chairman, Mr. John Lynch, has been appointed by the Minister for Labour. The Chief Executive, appointed in December 1987, is Mr. Brendan Leahy who was previously the Chief Executive of CERT (The Council for Education, Recruitment and Training for the Hotel and Catering Industry).

Presently, the Authority is undergoing a comprehensive restructuring. It is planned that most relevant changes will have taken place by the end of 1988. In the interim, training and employment services will be provided to the unemployed through existing structures.



In January 1988, FAS (An Foras Aiseanna Saothair), the Training and Employment Authority, was formally launched by the Minister for Labour, Mr. Bertie Ahern TD, when he opened the first FAS Office in Dublin. The new authority was established in accordance with legislation passed by the present Irish Government in 1987 (Labour Services Act). FAS replaces The Industrial Training Authority (AnCO), The National Manpower Service (NMS), and The Youth Employment Agency (YEA).

The functions of FAS include the provision of:

- Vocational and industrial training;
- Employment schemes;
- Training and development for community groups and cooperatives and
- Job placement services.

The Authority will also be responsible for the provision of a research and information function and for the development of its activities overseas on a commercial basis.





## From the Member States

# E

### Agreement between Industry and Ministry for Labour on Training and Further Training

More than 43 000 students will be able to profit from the agreement signed by Manuel Chaves, Minister for Labour and Social Security and Claudio Aranzadi, President of the National Institute for Industry (INI).

The aim of the agreement is, on the one hand, to provide initial training for young people in holding companies and on the other hand, to provide further training for company employees. At the same time, it brings a host of entrepreneurial benefits such as rationalizing the training process since this agreement has made INI a direct partner of the Ministry of Labour in discussions. Thus, it is aware of the concrete and current needs of the labour market and can ensure that training requirements are directly oriented to these needs.

The agreement will make it easier for young people to find jobs by reason of the practical training contracts they conclude; it will likewise promote the development of programmes for practical training within the framework of Plans for Initial Training and Occupational Integration (FIP), and it will test the response to the introduction of new technologies in work and training.

A budget of some PTA 5.000 million has been designated to finance 5.500 courses to be held

between now and the end of 1989.

There are two different types of course: mixed courses, which can be attended by both company employees and unemployed

people; the company cooperates with INEM (National Employment Agency) in these courses; and courses for non-company personnel. Selection of course participants for the latter type falls under the jurisdiction of the provincial INEM office and the company. The National Employment Agency assumes the responsibility for financing the entire training programme thus making a contribution to creating new training centres.

### Trend to Abandon Training to Take Up New Training

# D

10 % of the German work force who have completed in-company training abandoned their training contract ahead of time.

This was indicated in a survey conducted in 1985/1986 on a representative sample (26 500 respondents) of the German work force by the Federal Institute for Vocational Training (BIBB) and the Institute of Employment Research (IAB).

BIBB compared these figures with the drop-out rates since 1950. Their findings modified this current percentage, which has increased even more in recent times. They indicate that in this respect there are no differences worth mentioning between school-leavers in the 1950s up to the mid-1960s and the post-1975

generation. Both generations have drop-out rates of about 10 %. In the decade between 1965 and 1975, the drop-out rate was lower, however. These differences can be explained by the favourable training and work opportunities for young people in the 1960s and early 1970s.

In the last 30 years there has been an obvious trend to abandon one training contract to commence new training, i.e. there has been an increase in the percentage of people who abandoned their first apprenticeship training, commenced a new apprenticeship and then concluded it successfully.

## From the Member States

# E

Until recently, the privilege of acquiring an MA degree in Spain was practically restricted to those enrolled at private institutions in the economic-business sector. However, in the wake of an attempt to adapt training to current needs of the market, Spanish universities have extended the number of courses they offer to post-graduates with the result that there are now very few universities which do not include at least one or two MA courses in their curricula.

The Institute for Continuing Industrial Management Studies (IESE) belonging to the University of Navarra has been holding courses since 1964 for the oldest MA course in Europe for Economics and Business Management. This degree is equivalent in standard to the prestigious North American MA. The other 76 MA courses are much younger, however. The Autonomous University of Barcelona is first past the post with the 34 MA courses it offers; it is followed numberwise by the Polytechnical University of Valencia and the University of Madrid, each offering 7 MA courses. The other universities offer two to four MA courses on an average, thus making a total of 77 MA courses in the country as a whole. The costs for these courses, estimated to involve at least 600 hours, are assessed at PTA 30 000 to PTA 1 million, and are to be paid for in instalments in keeping with the amount the student can afford.

The project to train teachers who are experts in managerial economics is one of the most important results of this. It is planned to grant 50 post-graduates a one-

## Spain is Providing More MA Courses

### Opening of the Madrid Business School

### Important Incentive for Post-graduates

year scholarship to study managerial economics in a foreign country. The scholarship holders will then teach this subject on their return to Spain and at the same time take up work in the company which provided the scholarship. The agreement was signed in April of this year by the Universities of Madrid and Deusto and by some members of the banking sector, companies and industrial management schools. A budget of PTA 2 000 million has been allocated to the project. Expenses for the initial year of the project have been estimated at PTA 250 million.

At almost the same time, the Madrid Business School was opened in the capital city of Spain. It is the first Spanish centre to hold MA courses in Business Administration (MBA) in English with lecturers from the University of Houston. The two-year course is aimed at post-graduates or working people with at least three years' working experience.

The course consists of 18 major subjects and further seminars run

by academic specialists and industrial management experts. In the summer of the first year, students will officially attend regular classes in Houston. The MBA meets the guidelines laid down by the American Assembly of Collegiate Schools of Business.

The Madrid Business School can count on the academic support of the University of Houston, and sponsorship by the Spanish Credit Bank as well as the support of various national and international companies. According to information issued by the Ministry of Labour, the current demand for managerial staff in companies is 30.000 a year. Up to 200.000 positions will have to be filled by 1992. Thanks to this school, there will be a marked increase - from the present 1.000 a year - in the number of post-graduates attaining an MA in business management.



## From the Member States

# UK

## New Chance

**A new training programme to help long-term unemployed people back into work is to be provided through the Manpower Services Commission.**

Employment Secretary Norman Fowler said, "I have now decided to bring together existing programmes for unemployed people over 18 into a single new programme."

The new programme will offer up to 12 months training for anyone who has been out of work for more than six months. Entry to the programme will be through Restart interviews and job centres.

It will mean substantial changes to the Community Programme with an improved training content.

"For all its merits, the Community Programme in its present form does not attract unemployed people with dependents and with higher benefit entitlement," added Mr. Fowler. He said it had become a programme for single people rather than for the family man with children, and it had become a part-time programme with little opportunity for training.

The new programme will provide training and practical experience with employers and on projects. The emphasis will be on practical learning to help people get back into work.

"It is essential that unemployed people who join the new programme know that they will be

better off than they were on benefit. I therefore intend that all trainees should be paid a training allowance which will give them a lead over their previous benefit entitlement," he said.

Some 600 000 people will be trained through the programme and it will have a budget of just under UKL 1 1/2 billion a year maintaining the provision for the schemes it will replace.

## Technology Workshop for Women

# IRL

**A special training programme for women in technology has commenced in Dublin, Ireland.**

This one-year programme is being conducted by FAS, the new National Training and Employment Authority. It is funded by the European Social Fund as an Innovative Project.

This training workshop aims to enable participants to seek employment in either the Electronics or Software Industries at a technical level. Traditionally, women occupy the lower status, manual-type occupations in these areas while their male counterparts occupy the supervisory and technical grades. This inequality at work has occurred for a number of reasons including the fact that many women do not have the education

requirements in mathematics and physics for training programmes or further education in these areas.

The workshop aims to train forty women to an advanced level in either electronics or micro-processing programming. City and guilds examinations, parts I and II for electronics (code 223) and stages II, III and IV for computer programming (codes 417, 418, 419) will be taken during and at the end of the course. The programme will also include training in personal effectiveness, interview skills and time management. A period of work placement will be

*continued overleaf*

## From the Member States

# B

The Royal Decree 495 was passed "to introduce a system of alternating stages of employment and training for young people aged between 18 and 25 and to reduce temporarily the social insurance contributions which employers have to pay for these young people". It is consequently an important element for the application of the Central Agreement of November 1986 since it stresses the need to train young people. More generally speaking, it also supports businesses in their efforts to pursue this type of policy, which is essential for them. Assisted by the technical schools, the Royal Decree 495 is already finding application in some areas.

Glaverbel is, however, the first enterprise in which a collective agreement has been reached in this subject. The said agreement involves the company, the trade unions and the social insurance authorities (Raad van Arbeid, RvA).

This system of alternance training, which was initiated on 8 January 1988, is being practised in the factory in Mol. This particular company was selected since its development indicated that it was currently the best-suited for such a project. The factory recruits 48 young employees. They are equally distributed to both sections of the company: the glass factory and the insulating glazing workshop. Each of the young employees is assigned a guardian who is responsible for his/her practical training for the entire period of training which lasts two years.

Training in the general subjects and the technology of the industry

## Alternating Employment and Training for Young People in the Belgian Glass Industry

is conducted in special local centres of the RvA in Herentals. Master craftsmen from the factory and 37 members of the managerial staff conduct courses at Glaverbel-Mol on specialist glass know-how as well as on various aspects of the enterprise including safety, company regulations, statistics, etc. In the first year, the young employee undergoes 28 weeks of active work and 20 weeks of theoretical training. In the second year, the curriculum foresees 32 weeks of work and 16 weeks of training. The periods of work and training are alternated in order to ensure the effectiveness

of the educational side and for practical reasons.

The young employees are paid for their work in accordance with the wage scale of the company and they are entitled to social security benefits. During the periods of theoretical training they receive unemployment benefit.

The trade unions, in collaboration with the management of Glaverbel and the young employees, are going to incorporate monitoring sessions into this process in order to assess whether or not it constitutes an instructive and enriching method of training and whether their prospects of finding a job later are really better.

### TECHNOLOGY WORKSHOP FOR WOMEN

*continued from page 9*

undertaken with a suitable company.

The forty participants were selected on the basis of an aptitude test and interview. No qualifications were necessary so the women come from a wide range of educational and occupational backgrounds. Childcare facilities are provided "in situ" to facilitate and encourage the participation of women with young children. The programme will be monitored and

evaluated by FAS to measure the development of participants and the overall success of the programme.

**For any further information on the programme, please write to:**  
Equal Opportunities Unit,  
FAS - The Training and Employment Authority.  
P.O. Box 456,  
27 - 33 Upper Baggot Street,  
Dublin 4.

## Meetings and Conferences



**BIBB Congress '88 - Berlin**  
7 - 9 December 1988

### **New Occupations New Qualifications**

**New training occupations in day-to-day practice**

Specialist Congress of the Federal Institute for Vocational Training (BIBB) with a parallel exhibition entitled "Interactive Communication Systems in Training"

New technologies, changed economic and social circumstances and revolutionary innovations in the organization of work have meant great upheaval for occupations and the work involved: new occupational tasks, occupational structures and occupations have been created. The recognized training occupations and further training ordinances laid down in the Vocational Training Act are important regulatory instruments for making training and qualifications both uniform and comparable. They ensure that the skilled worker market remains transparent.

The congress aims to draw on examples from day-to-day practice in discussions on the problems of applying new training ordinances and to point out ways of solving these problems. The consequences of the technological-economic development which has occurred in vocational teaching and learning processes will be a focal issue: what requirements are to be made of methodology, didac-

tics and learning organization and how should cooperation between the company and the vocational school be structured. Particular attention will be paid to developments in modern media. A further key issue in the discussions will be the manifold environmental protection aspects to be considered in initial and continuing vocational training.

The Federal Institute for Vocational Training has closely cooperated in recent years with experts from the employers' organizations and the trade unions to develop a series of training ordinances for extensive occupational areas. They have been coordinated with the appropriate framework curricula of the Kultusministerkonferenz (Conference of the Ministers of Education) on the basis of the "Joint Findings Protocol" agreed on by the Federation and the Laender and issued by the Federal Minister for Education and Science. The BIBB Congress 1988 marks the commencement of reports on an innovatory process in vocational training which poses immense and new challenges to the dual system.

## SHORT + INTERESTING

# EURO-BAROMETER: What do people think of Europe?

### Support for Europe and the Community - down a bit

fallback in Germany, Spain, Italy;  
recovery in the Netherlands;  
steady growth in Britain;  
upsurge in France.

### What brings EC countries to- gether?

Economic links and "efforts for  
peace in the world".

### What strikes people most since 1957?

Trust and cooperation; free trade  
and travel; more unemployment,  
food surpluses.

### Options for the future

Three out of every four want to go  
further; step up exchanges i.e.  
overwhelming support for Single  
European Act.

### What shows best that a country is doing well?

1. low unemployment
2. high social security
3. prosperous industry
4. safeguarded environment
5. strong currency
6. internationally competitive  
companies
7. top scientific research
8. modern agriculture.

### "If there were a European elec- tion tomorrow...":

High risk of low turnout.

### Should "politics be left to men?"

Three out of four against.

### European expenditure in re- search and development:

Three out of five say, "not  
enough!"

EURO-BAROMETER public opinion surveys have been conducted on behalf of the Directorate General Information, Communication, Culture of the Commission of the European Communities each spring and autumn since the autumn of 1973. They have included Greece since autumn 1980, Portugal and Spain since autumn 1985. An identical set of questions was put to representative samples of the population aged fifteen and over in each country. For this survey 11 651 respondents were interviewed in their homes by professional interviewers, between 17 March 1987 and 8 May 1987.

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