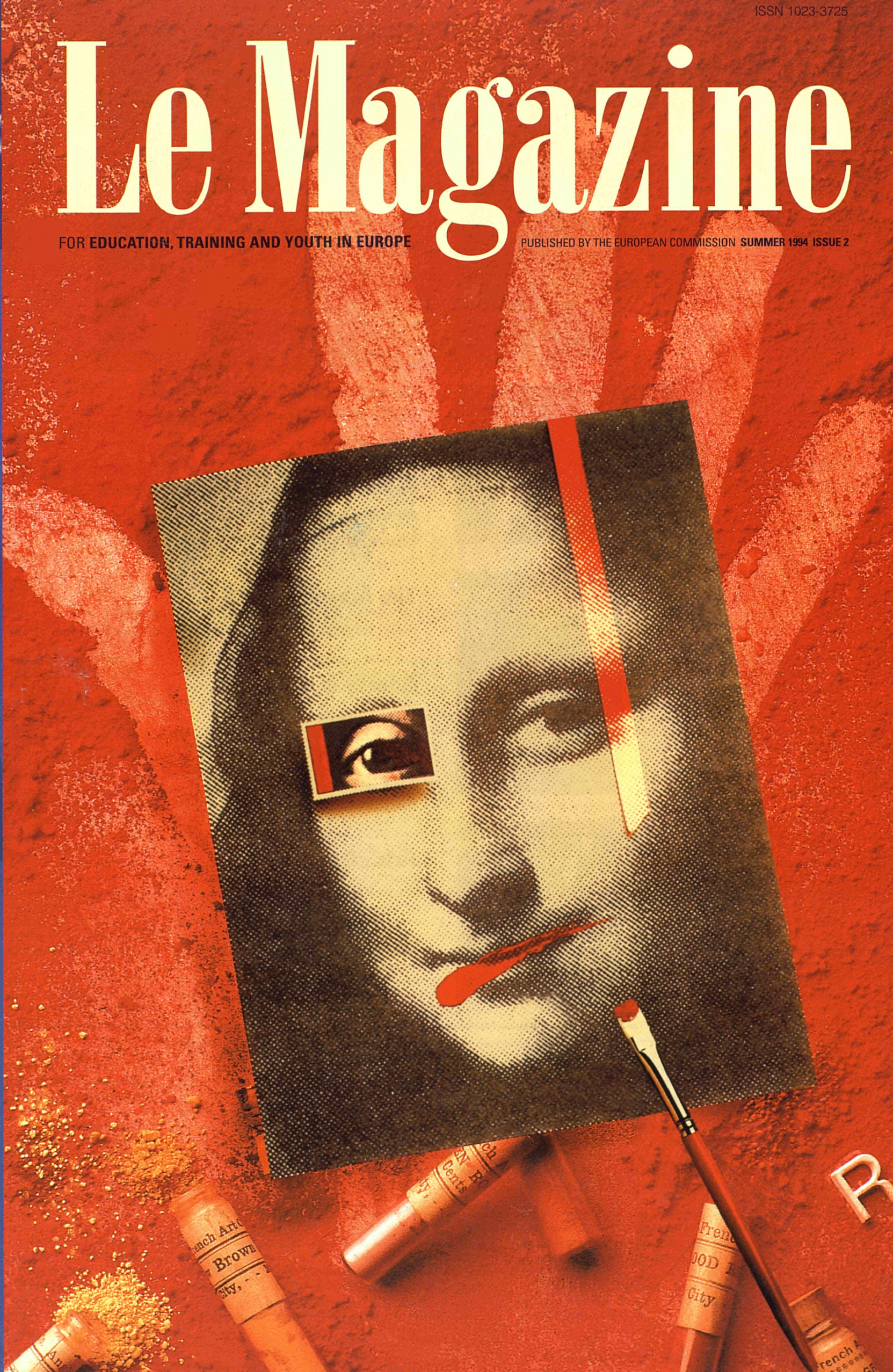
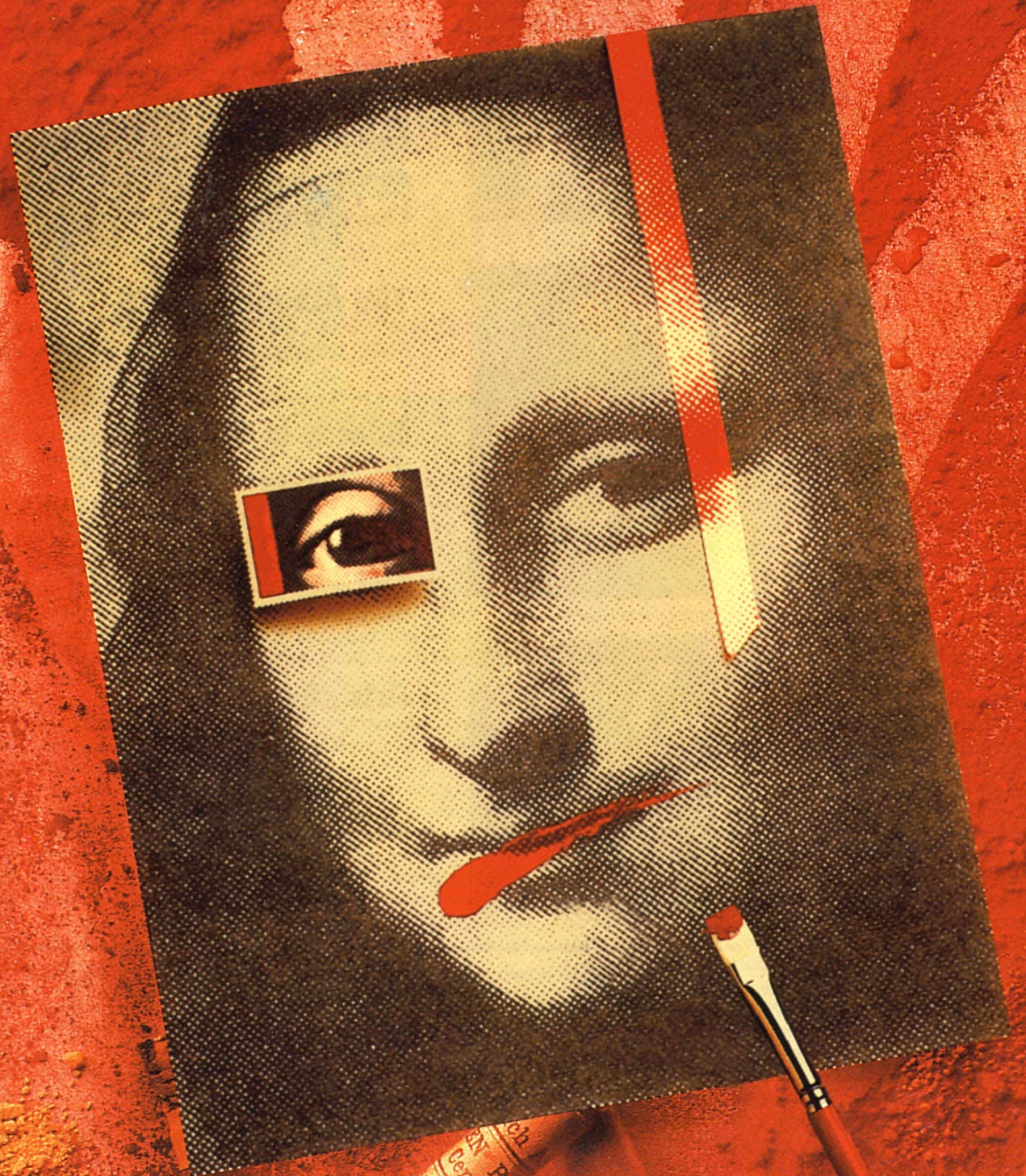


EDUCATION
TRAINING
YOUTH

Le Magazine

FOR EDUCATION, TRAINING AND YOUTH IN EUROPE

PUBLISHED BY THE EUROPEAN COMMISSION SUMMER 1994 ISSUE 2



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Luxembourg, Office for Official
Publications of the European
Communities, 1994

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Luxembourg, 1994

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Printed in Luxembourg.

May-June-July 1994



OVERVIEW

“An optimal combination of knowledge and know-how”

Interview with Commission President Jacques Delors

Education and training feature strongly in the White Paper on growth, competitiveness and employment. What is your reaction to the observation that employment is primarily created by entrepreneurs, but entrepreneurs are not primarily created by education and training?

We need to move beyond this breakdown in society – the rising tide of unemployment – and give people hope again. This is what the White Paper sets out to do. And to begin with, we have to observe that we are faced with a European malady: insufficiently competitive economies, and therefore insufficient economic growth; and a poor relationship between growth and job creation, as compared with the results achieved in other industrial societies at a comparable level.

Despite this, from 1985 to 1991, under the impetus of the 1992 objective, we proved to ourselves that we could find our way back to growth, a dynamic increase in investment and the capacity to create jobs: during this period 9 million new jobs were created, after a loss of 2.5 million in the previous five years.

However, during the same period, the rest of the world changed more quickly. There was enormous technical progress and in Europe our economies left the path of convergence, which was promoting growth because it amounted to a positive sum game.

Nonetheless, to use an economist's expression, we have comparative advantages: a good financial system, sufficient levels of savings and a top quality human resources base, due in particular to high education levels.

So it is up to us to exploit these advantages. We do need to increase the efficacy of our employment systems, it's true, backed up by an investment effort – beginning with major infrastructure networks – and gain control of technological progress, where the scenario really is changing, with biotechnologies and, in particular, the emergence of an information society. For all these issues, which are linked to macro-economic policy, the White Paper has become an action plan. The European Council wants it. This plan is being implemented and the European Council meeting at Corfu will look at the work already accomplished and, I hope, give it new impetus.

There remains the problem of structural unemployment due to the sluggishness of our employment systems. I refer here to the overall structure made up of education

and training, social protection, work organization and the way the job market works, both inside and outside companies. Supply and demand for jobs need to be better matched.

All European countries are concerned here. All of them react differently, as Mr Flynn's¹ recent tour to the different capitals has shown. Some of them refer to the need to increase internal flexibility by more finely tuning the management of human capital within enterprises, which would avoid a large number of lay-offs and hence the wastage – in economic and social terms – of our most precious assets, human capacities. But it is also a matter of external flexibility, a more fluid and decentralized functioning of the labour market – or rather markets – and increased geographic and professional mobility.

This involves first of all a radical overhaul of employment policies, in terms of their practical philosophy. What I mean by this is that the absolute priority of employment services must be to offer a job to anyone applying for one, or, failing this, an activity which enables the person in question to remain employable or, in the case of young school leavers, to enter into contact with working life. In this way, continuing training resources would be made available to everyone, so that everyone can acquire the necessary knowledge and know-how to enter professional life, and to stay there, subject to their readiness and ability to adapt and re-train.

So training has a leading role in this improvement of employment systems, which is not to neglect education's other purposes.

The value of European programmes in several areas, including training, is often ascribed to the exchange of experience and the transfer of best practice. Yet this kind of transfer of know-how does not seem to work particularly well within the national context. Why should it work better across borders?

It is precisely the creative opposition between the diversity of national systems and the growing similarity of our problems that provides one of the main *raison d'être* of European cooperation. Community action in this area, which supports and supplements policies decided at national level, is designed to promote innovative practice,

exchanges of experience, discussion, joint thinking and research. Our method is well known: encouraging cooperation between institutions; promoting exchanges and the free circulation of teaching staff, students and researchers, but also of ideas; permitting students to benefit from vocational training placements in other countries; offering better possibilities for academic recognition of qualifications and study periods; and encouraging dialogue and cooperation with social partners, in every area relating to the link between training and employment.

This Community 'value added,' if I can use a trivial but accurate expression, is clearly expressed in Community programmes, the best known of which are Erasmus, Force, Comett or again Lingua. The success of these initiatives, in my opinion, is due mainly to the fact that they have been designed on a voluntary and deliberately decentralized basis.

In the area of training, I would like to mention the Petra programme, less well known to the public at large but which is taking new experimental paths, leading to new and better adapted solutions. This programme, which sets out to prepare young people for adult and working life, covers assistance for transnational initial training placements or for developing professional career paths, improving career guidance and supporting cross-border training partnerships. Such actions, for example, enable trainers to pool experiences and to carry out joint initiatives aimed at improving training resources.

It might be noted that these various programmes, developed from 1986 onwards on the narrow basis of the competencies defined by the Treaty of Rome, owe part of their dynamism to an action programme in the area of education adopted by education ministers as far back as 1976. Even in those days, topics of mutual interest were not lacking: intangible, so to speak, their significance extends beyond the vagaries of the construction of Europe!

How do you see more effective links being established between different European policy areas that have an education and training component? For example, as regards the structural funds?

The new impetus given to the building of Europe in 1985 led to a number of initiatives to improve economic and social structures.

¹ Commissioner for social affairs Pádraig Flynn

Let us take the case of the European Social Fund (ESF): between 1989 and 1993, France, for example, has received grants from this fund amounting to Ecu 2.5 billion – for vocational training activities and for employment assistance. One third of this amount has been specifically earmarked for the entry of young people into working life. Some 800,000 young people have benefited from these measures, even if they are not always aware of their European origin. Of course, this assistance seems fairly marginal compared with the efforts undertaken at a national level, representing as it does some 8% of total expenditure, though it does reach 15% in certain specific areas.

This is where the solution lies: it is by better targeting Community initiatives, by giving greater thought to their specificity and their complementarity *vis-à-vis* national measures, that we can really be useful in an area which suffers from a cruel lack of resources.

But, let us admit, we still have a long way to go – in terms of the visibility and effectiveness of actions, the speed of implementation and the financing of the programmes – for our actions to give their full measure. This is one of the priority objectives of the current reform of Community policies.

What role do education, training and youth policies play in developing a real sense of civic responsibility, of 'citizenship' – and of European citizenship in particular?

In each of our countries, there is a lot of questioning about the place of education in developing both the individual and society. One country might be particularly anxious about the shortcomings of vocational training in the narrow definition of the term, whereas basic education is reckoned to be satisfactory. In other countries, the worry is that general levels of knowledge are insufficient to enable everyone to adapt to changes in working life. Why learn, why acquire a trade, if society is unable to offer everyone, without exception, an opportunity to enter into professional life, or a new chance to find work again? In brief, what we are looking for everywhere is an optimal combination of knowledge and know-how, and everywhere we want the merits of life-long education and training.

Why we are doing so must be clear: it is the continued existence of our European model of society which is at stake. It is only when seen from this viewpoint that one understands the importance in this context of reflecting on citizenship within Europe, and on European citizenship. Let us not forget that the major effort which the White Paper is proposing in order to enable general education and vocational training systems to converge is aimed not only at reducing certain malfunctionings within systems, but also towards inventing new forms of integration within society.

The tensions which the jobs crisis has revealed show that maintaining social cohesion – and hence the battle against exclusion – is one precondition for productivity and competitiveness. New forms of work organization are demanding that workers have attitudes which can be described in terms of autonomy, flexibility and adaptability, a sense of responsibility, initiative and foresight, and finally in terms of a spirit of critical examination, independent reasoning and judgement. The corresponding skills are an ability to communicate – both listening and expressing oneself, and in foreign languages too; and an ability to work in teams, to position oneself *vis-à-vis* complex structures and processes, and to analyse and resolve problems. If this combination of attitude and skills is supplemented by values such as tolerance, justice, equity, respect of others and a sense of solidarity, we obtain the profile of a responsible citizen in a modern and open society. In brief, the contradictions between 'workers' and 'citizens' fall away. In the long term, this should enable us to overcome the false opposition between the goals of 'general' education and those of 'vocational' training.

The mutual integration and opening up to each other of general education and professional training systems are an economic issue, in terms of maintaining competitiveness, and a political one, in terms of defending democracy and human rights. In the practices of alternance training which a growing number of Member States are in the process of developing, albeit in most cases experimentally, I see one example of such mutual convergence. Cooperation between general education and professional and vocational training systems, and the encouragement



of decentralized partnerships between public institutions, private enterprises and trade unions in a particular region, become the driving forces for a sharing of responsibility and the dissemination of a new civic sense.

Let me add a comment on our duty, both individually and collectively, to combat the rise of racism in Europe. At the Edinburgh summit, the Heads of State and Government emphasized their conviction that vigorous, effective action is needed throughout Europe to combat this phenomenon. This action includes education. In truth, the whole effort of Community cooperation in the areas of education, training and youth policy plays a role here, since quality education and training are, for everyone, one precondition for a climate of mutual tolerance, respect and understanding.

Does the Treaty of Maastricht provide an adequate basis for effective action in this area?

Absolutely. Respect for the principle of subsidiarity is in itself a major issue of democracy, and a guarantee for the effectiveness of our action. At a general level, this principle means that everyone must be able to exercise his or her own responsibility and take initiatives, each at his or her own level, so that together they can be in control of their own living conditions, shared in a sense of solidarity with others. This applies of course at the national level, but also at regional and local levels.

Here I am referring to decentralized initiatives, which are an essential part of the need to construct Europe in a bottom-up fashion. Let us have no doubts about it: constructing a citizens' Europe includes this. This is true

in many areas, but is particularly true when it comes to the problems which young people have to confront. The true question is to know whether the European Union can get a grip on itself and make intelligent use of the resources which it has given itself. To a large extent, it is a question of state of mind. Will we be capable of working together and finding answers to the questions which teachers and young people in Europe are asking themselves today? They expect a lot of us, and there are few things which are as encouraging – even, let me say, which raise enthusiasm so much – as seeing so many projects being put forward by teachers and young people.

In this perspective of the construction of Europe by decentralized partnership, education – without this becoming a utilitarian obsession – really does appear to be one of the keys to economic and social renewal and a new awareness of the issues with which we are confronted.

Our society needs men and women who are conscious of themselves and their duty to participate in economic, social and civic life. If schools and companies alike can further this sense of citizenship, the rest – that is, full use of talents and know-how, based on skills – will follow.

Looking at the future opened up by the Treaty of Maastricht, the Commission has gone in this direction with its proposals for the Socrates, Leonardo and Youth for Europe programmes, which have been presented in recent months at Mr Ruberti's initiative. It is now up to the European Parliament and the Council to make their decisions, and the prospects do appear to me to be encouraging. □

More mobility, greater flexibility

Education Minister Karl-Heinz Laermann

After 20 years in the Bundestag as a Free Democratic Party MP, Karl-Heinz Laermann was appointed Federal Minister for Education and Science five months ago. His direct experience of European educational programmes goes back many years. In his view: "When it comes to European integration, it isn't enough that certain walls and barriers are coming down." His advice to his ministerial colleagues on the EU Council? "We need to show more imagination."

When he took up his new office in February, Professor Laermann described his role as follows: "I believe that an education minister ought to coordinate matters, not by stepping in with rules and regulations, but by bringing together all the parties concerned." As regards the German Presidency of the Council of European Union during the second half of this year, what are his plans? "I am assuming that in the Council of Ministers we shall be looking to set in motion the same measures that we have already successfully started in Germany," he explained. "That includes, for example, the outline plan for vocational training, which was so smoothly and harmoniously developed by the joint Federal and Länder working group, in collaboration with employers' and trade union bodies. Each of the groups concerned had its areas of responsibility clearly defined in the plan, and now each of them has his own homework to be getting on with."

Structural engineering

Handing out homework is something the new minister knows about. Dr Laermann is Professor of Structural Engineering at the Wuppertal-based Bergisch University, has taught in Berlin and the USA, is a Visiting Professor in Magdeburg and has wide experience of student exchange programmes and university partnerships.

"The European educational programmes already under way have certainly got the ball rolling, and I can tell you from my own experience that the support provided has already given the impetus to continue this kind of cooperation in the future," he believes. Asked for his views on other programmes, for example European-wide networking on general and vocational education, Dr Laermann admits: "Unfortunately, I haven't any direct experience in this area. But as regards the organized programmes that the (German) ministry is running - exchanges of workers, trainees and students - I see the European commitment as a definite step forward." Moreover, he emphasizes that "it is vital that European integration not be restricted to just one particular educational stratum."

As a college professor, Dr Laermann is well aware that university students are generally eager to get to know their opposite numbers in foreign universities, not least because of the foreign-language skills they often possess. "That is why," he stresses, "we must make a greater effort to

promote participation in foreign language programmes among young people who are following initial vocational training courses."

Dr Laermann reckons that the foundations will be laid for the two big new European education and training programmes during the six months that Germany holds the Council Presidency. "First of all, I welcome the move to consolidate within two large programmes the many and varied programmes that we have today, and to create a thoroughgoing structure for them, partly because that will open up possibilities to expand their content." He cites the incorporation of adult education initiatives as an example. "The basic content of the old programmes should remain in place," he feels, describing the Lingua, Petra and Erasmus programmes as "important pillars" in the structure. But he warned: "In implementing the new programmes, much depends on not letting the bureaucracy get out of hand." The new minister also gave a clear indication that those involved in partnership projects will be expected to make considerable contributions from their own side. He is thinking in particular here of his own experiences with the Tempus programme.

"I sincerely hope that, by the time the EU education ministers meet in Council under the German Presidency in July, the first hurdles will already have been cleared," Dr Laermann said. As regards the start-up of the new Socrates and Leonardo programmes, he added: "We have to make sure that there is no discontinuity in the programmes currently running."

Will he be setting his own agenda during his country's chairmanship of the Council? "Well, it's already included in the programme outline, but I would place particular emphasis on foreign language skills. On top of that, more attention should be paid to social and cultural aspects. Trainees should also be given, over and above their normal school courses, an insight into the cultural backcloth of the partner countries. After all, a training exchange programme is not supposed to be a vacation."

Dr Laermann put forward the need to develop cooperation between individual universities, and between universities and industry, as important goals. He also feels that ways and means of fostering cooperation and partnership among schools should be sought, in line with the provi-



sions of the Treaty of Maastricht.

An important task in his view is to enhance the attractiveness of vocational training. He feels that industry should become more involved in developing viable alternatives to university study. But what if industry does play a greater role in training, and then is unable to offer jobs at the end of it?

"In response to this criticism I would just like to say that our position hasn't changed. First and foremost we want to provide young people

with training, because if they don't have that, then their chances in the job market are that much poorer. The fact that in the current and even longer-term economic climate not all young people might be taken on, well, that's a risk we just have to take. We have called upon business and industry to provide training to all young people who desire it, over and above the needs of particular firms. Consequently, we can hardly insist that all the trainees are eventually taken on. Our task now is to determine how we can guarantee job opportunities to those who are qualified, and the industry and crafts sectors are seriously considering the matter." What recommendations have they come up with so far? "Part-time jobs, for instance, combined with supplementary theoretical training and study for further qualifications."

Dual system

Dr Laermann is adamant that the German 'dual system,' whereby vocational training is not treated as inferior to the university path to qualifications, "has proved itself in Germany." But he adds: "Now we have to adapt it to the requirements of Europe today."

At any rate, he does not see it as feasible to burden the State with this responsibility. "Obviously the State and its administration have their own need for new recruits and should take responsibility for training young people in their field. I want to stress that point right away. But I don't see the State offering guarantees of employment. That way lies trouble, and where does it end?" he asked rhetorically. "What I would like to see instead is close cooperation between employer and employee organizations so that we can put in place what I would call a 'dual system' at a higher level, to ensure that opportunities for continuing training are linked to the working world. I do not rule out State support for these supplementary training

measures, since it is, after all, a matter of preventing social marginalization among young people."

Professor Laermann is convinced that the problems cannot be solved by the State alone, pointing out that not only those without skills are now being hit by unemployment but also the highly qualified. "Some thought is currently being given to the possibility of introducing what is called a skills preservation programme," but once again, he stressed, that can only be done in conjunction with industry.

Mature students

Regarding the current debate in the Federal Republic about shortening the length of university studies, the college professor has his own opinion. "We are able to hold our own in European competition, even though it is sometimes claimed that we have the oldest students," he insists, explaining that "it's quite obvious that someone who first of all completes the university entrance qualification, then does military service before going on to university, is not likely to graduate at 24. Besides, we are very proud of our system of 'second chance education,' whereby there are obviously going to be students who do not graduate until they are well over 30. These people haven't exactly been twiddling their thumbs all those years, you know!" German education policy at least remains in favour of not regimenting the flow of students and thus having a situation where opportunities are allocated arbitrarily.

"When it comes to European cooperation," Karl-Heinz Laermann feels, "I am convinced that we Germans benefit just as much as those countries whose economic and social policies are perhaps less effective than our own. We cannot do without European integration, and for that it isn't enough that certain walls and barriers are coming down. We have to get to the stage where it is normal for people from the Low Countries to live and work with people from the Lower Rhine - where, incidentally, I come from - just as it would be normal for me to go off to Bavaria or Friesland, even though I'm going to run into some communication problems there much as I do in other European countries." The Bavarian and Friesian German dialects can be pretty incomprehensible to a Rhinelander.

In the eyes of the German minister who will be presiding over the EU Education Council meetings, "the new European education programmes are a step in the right direction. Of course, our national education systems will have to respond to the European challenge and that will often mean leaving the old beaten track. But I think it will all be worth it. We have to push for more mobility and greater flexibility, in the manner of the old 'travelling journeymen.' These efforts are just as important for the culture of Europe as they are for her economy." □

Mobility

Learning and working in Europe

Experience abroad is becoming increasingly important for education, training and career options. The European Union is opening up new perspectives for employment, careers and life orientation of a sort which would have been almost unthinkable for previous generations, even – or perhaps especially – at a time of economic upheaval.

Connections and contacts across borders are a feature of economic life not just for large concerns but ever more markedly for small and medium-sized companies as well. Labour markets are no longer confined within national borders. But even in working life in one's own country, in industry as in the public sector, European factors are playing an ever greater role.

Periods of schooling, practical training or work experience abroad offer young people a particularly attractive opportunity to experience European reality in practice. They are an essential component of education and training, not just a desirable addition.

When Irish MEP Mary Banotti talks about periods of training and work experience abroad, she likes to quote a Chinese proverb: "He who loves his children sends them on their travels." And Louis Robert, Petra project leader in Luxembourg, adds, "Time spent abroad fosters trainees' creativity, personal initiative and self-confidence."

Most young people who have taken part in EU exchange programmes are enthusiastic about the experience. Véronique Camus (see photo) feels that without it she "wouldn't stand a chance" of achieving her ambition to be a chef in an international hotel. The experience of a group of four young women and four young men from the Belgian province of Limbourg was equally positive. They spent several weeks on a work and training programme in a Spanish partner project near Bilbao. They are now waiting for a dozen trainees to arrive from Spain to continue the joint project in Belgium. For young people in vocational training, exchange opportunities like these are something new. But even in the field of exchanges between universities, which have a longer history, the number of applicants far exceeds the available possibilities.

Demand has risen enormously as a result of the EU support programmes. In the last two years alone, hundreds of thousands of young people in all the Member States have applied to their national agencies for financial and organizational help to spend time abroad: young people in initial training, students, young people at work, young people in continuing training and young unemployed people. In the past, the lack of jobs pushed a lot of these groups towards mobility, but nowadays many of those concerned recognize that experience gained abroad in training, studying or work experience considerably improves their career opportunities. This is particularly the case in the service sector, but increasingly in commerce and administra-



tion as well, where the opening up of the European market has provided a new stimulus and offered expanded opportunities. In tourism and many areas of industry, experience gained abroad is already a must.

Yet interest in foreign exchanges has so far focused disproportionately on English, French and German-speaking countries. Not only disadvantaged young people but also students in secondary and higher education seem to have considerable language difficulties in the other Member States of the European Union. This is why the Lingua programme, for instance, is deliberately promoting the learning of the less widely used languages. The Petra programme employs a sort of quota system to promote vocational training exchange with the less-visited countries. The Erasmus programme attaches great importance to a balanced participation by all countries in exchanges of students and lecturers. And the Youth for Europe programme, which aims among other things to promote youth exchanges outside



Véronique Camus is taking part in an exchange programme between hotel management schools which have come together in a cross-border partnership. She is spending two years of her three-year training course in her home town of La Rochelle (France), where she will also take her final examination, five months in Plymouth (UK) and a further five months in Munich (Germany); she receives full certification for both foreign elements of her course.

school and vocational training, gives priority to supporting projects involving regions with less widely spoken languages.

One critical point remains the question of the legal protection of training courses or work experience periods abroad. As yet, not all young people continue to be insured, for instance, if they spend part of their training in another country. "Numerous obstacles stand in the way of young people spending time abroad," according to Soren Kristensen, who has been involved in a study of legal and administrative barriers to training exchanges within Europe.

In the meantime, the two sides of industry have been concerned with a further barrier: for economic reasons, in particular, many companies are still unwilling to recognize experience gained abroad as part of training and to encourage it accordingly. "Many employers regard time spent abroad as something of a luxury," says Christ Essens of the Dutch food industry trade union. "They must be persuaded that this sort of practical experience is an immensely important part of training."

For the young people who have so far taken part in cross-border programmes, this is undisputed. Most of them are convinced that they have improved their career prospects as a result. In addition, the exchange opportunities often give disadvantaged young people a real chance of escaping from their situation by promoting fresh motivation and enabling them to have the positive experience of being able to master unfamiliar learning situations. "The Petra programme in particular," according to Mary Banotti, "offers this sort of opportunity to precisely those young people who are forced onto the margins of today's society."

One thing on which younger people, trainers, both sides of industry and politi-

cians agree is that youth mobility is vital for Europe. For young people in initial training, in continuing training, in higher education, in work or unemployed, exchange programmes are making the single European market a reality which can be experienced directly. "It's precisely this cross-border experience," says Fernanda Ramos, head teacher of a vocational school in Evora in Portugal, "which has helped us become part of Europe."

Look it up

For study counselling and career guidance a number of handbooks are available which give comprehensive information on living conditions, training, higher education and employment abroad:

European Handbook for Guidance Counsellors.

A first version of the handbook was tried out and tested in 1993 by over 100 career advisers in all Member States. The final revised edition will appear in autumn 1994.

European Study Guide.

This handbook is available in career information centres, as well as in universities and colleges. It is regularly updated.

There are now also networks available, which provide constantly updated information and then can be accessed via guidance counsellors:

A European Network of Guidance Resource Centres

has been set up in all Member States through the Petra programme to provide information on vocational training and continuing training.

EURES (European Employment Services) intends to provide information and data via 400 'Euro-advisers' for anyone wanting to work abroad.

Planes, Trains and Brains

Ideas on the move

Transnational mobility of students, trainees and staff is a major long-term investment for the European Union. Moving warm bodies across frontiers is the best-known feature of the EU programmes to promote cross-border cooperation, and such mobility has far-reaching effects on both individuals, especially young persons, and organizations, as well as on the educational and scientific systems within which they develop. Yet these temporary migrations are only one manifestation of what could be called the fifth freedom: the freedom of movement of ideas. Following the liberalization of the movement of goods, services, people and capital, a frontier-free area should allow the grey cells to roam freely. Planes and trains are not the only approach to this.

All the European education and training programmes involve student and trainee mobility, and the majority also provide for mobility of personnel, particularly teachers and trainers. Mobility schemes started predominantly in the higher education area, then moved into other sectors such as youth exchange. The gains to be had are in enhanced career prospects for the individual beneficiaries and in the feedback effect on the structures and curricula for professional/vocational training in the participating countries.

Over 260,000 students and trainees, about 18,000 other young people, and almost 8,500 teachers and training staff have benefited from the EU programmes so far. Through Erasmus, the percentage of students studying abroad has progressed from 0.5% to 4%, with the result that the total percentage of students studying abroad is now between 6 and 7%. This is significant progress towards the 10% mobility target set under Erasmus. Additionally, considerable numbers have benefited by participation in courses based on European cooperation (e.g. an estimated 130,000 in Comett alone).

Under the Youth for Europe and Petra programmes, youth exchanges give experience of economic, social and cultural life abroad at a formative stage, in many cases related to preparation for working life. The period of initial training forms an impor-

tant part of young people's socialization, during which attitudes and aspirations take distinct shape. Almost all the young people participating are taking part in an exchange for the first time in their lives.

The programmes promote not only individual mobility but also training which entails mobility. Erasmus and Lingua emphasize integrated programmes where mobility is part of an organized scheme of study leading to a recognized qualification (e.g. dual or joint degree schemes, modular Master's qualifications), and Comett promotes integrated work placements in other Member States. Force provides grants to those involved inside companies in the development of continuing vocational training, such as human resource and training department managers, personnel representatives and trainers. The extensions to EFTA countries (Comett, Erasmus) and the involvement of Central and Eastern Europe (Tempus) also have a significant impact on perceptions of a broader Europe.

Education and training in the Maastricht treaty

Community action shall be aimed at:

- developing the European dimension in education, particularly through the teaching and dissemination of the languages of the Member States;
- encouraging mobility, inter alia by encouraging the academic recognition of diplomas and periods of study;
- promoting cooperation between educational establishments;
- developing exchanges of information and experience on issues common to the education systems of the Member States;
- encouraging the development of youth exchanges and of exchanges of socio-educational instructors;
- encouraging the development of distance education.

Treaty on European Union, Article 126

Community action shall aim to:

- facilitate adaptation to industrial changes, in particular through vocational training and retraining;
- improve initial and continuing vocational training in order to facilitate vocational integration and reintegration into the labour market;
- facilitate access to vocational training and encourage mobility of instructors and trainees and particularly young people;
- stimulate cooperation on training between educational or training establishments and firms;
- develop exchanges of information and experience on issues common to the training systems of the Member States;

Treaty on European Union, Article 127



Reaching a broader audience

However successful these formulae have been, they can only touch a minority. This has led to increasing concern for the "non-mobile 90%," those students or employees who do not have the opportunity to go abroad as part of their education and training.

For the majority who do not participate in exchanges, the EU programmes are providing the European dimension through curricula and teaching materials prepared as a result of cross-border cooperation. As an example, civil engineers throughout Europe and the world must take account of European building norms in steel design, and, with Comett support, they are now benefiting from a set of 196 lectures, 36 worked examples for tutorials, 2,000 illustrative figures, 1,000 35mm slides, 21 videos, and an innovative software package and workbook: all eventually to be in 11 languages (the nine current working languages, plus Finnish and Swedish). Work within the Lingua programme underpins these activities by strengthening the language competence which is the means of cultural interchange and understanding.

Quantitative increases in mobility are not an end in themselves. EU programmes try to enhance the quality of mobility. To this end, all the programmes carry out in-depth evaluation of the actions supported.

● Petra has promoted validated and accredited youth training abroad, as opposed to short exchanges or visits, work experience to which young people and industry attach less importance.

● The Erasmus, Comett and Lingua programmes insist on recognized and accredited learning while studying or undertaking industrial placement abroad. Erasmus and Lingua teaching staff exchange programmes emphasize integrated teaching inputs which are part of the regular course programme at the receiving institution.

A better framework for mobility

Encouraging mobility means ensuring that people are well informed about what benefits it brings and the practicalities involved. Many programmes have led to improvements in the conditions for

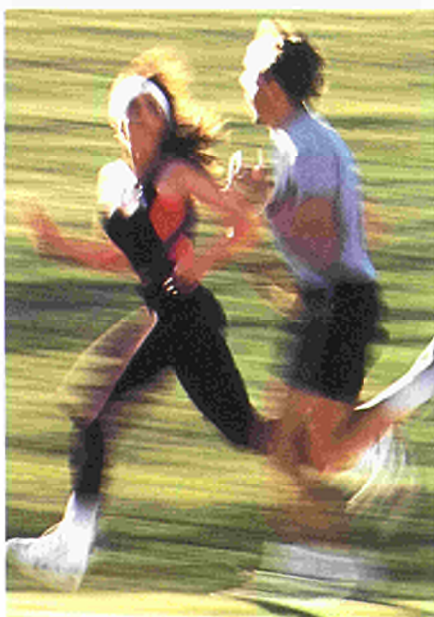
mobility in the future. Far greater attention is now being paid by higher education institutions to supporting the public through reception facilities, academic and professional guidance, language preparation, social security and health. National authorities have lessened or eliminated obstacles to mobility, in particular with regard to academic recognition of study abroad and the extension of student financial support to cover study abroad.

EU programmes have contributed indirectly to encouraging legislative and other changes within national training systems. There is now greater awareness in national systems of the need to evaluate practice elsewhere before designing reforms. The result is a voluntary pooling of experience in support of policy development in every country. This has also led to the review and improvement of arrangements to support transnational collaboration and eliminate obstacles to cooperation at European level within the Member States.

● The Petra programme is constructed around a common framework of guidelines for policy development in the vocational training of young people, enhancing the capacity of vocational training systems. Some Member States have used the opportunities presented by Petra to build a Community dimension into major national initiatives such as the *baccalauréat professionnel* in France, the reform of the *istituti professionali* in Italy, and the introduction of a new type of vocational school (*escolas profissionais*) in Portugal.

● The biennial report by Force on the continuing vocational training situation in Member States provides an invaluable comparative framework to analyse continuing training policies and legislation across the Union.

● Erasmus and Comett have led participating countries to review their legislation and student aid arrangements for undertaking study and industrial placement abroad. They have also given rise to a Member State drive to synchronize academic years in order to facilitate student mobility and inter-university cooperation.



Young people are particularly susceptible to the resonance of extremist drum-beating – especially young people who live in difficult circumstances, who experience major problems in the transition from school to working life and who are often out of work for longer and longer periods.

Many young people facing this upheaval find it hard to orientate themselves. They lack concrete perspectives, they experience a distortion of the systems of values and frames of reference which once existed in society – and they look for a niche where they can fit in. The defensive spirit of exclusion shows itself in a wide variety of forms, not just those of physical violence but in rejection of what is foreign and different and in a dismissal of multicultural approaches to life and work.

This is an important point of departure for European youth policy initiatives, because the face of the Europe of tomorrow will be multicultural.

The Youth for Europe exchange programme and the "Priority Actions in the Youth Field" are good examples of intercultural youth work: not limited simply to a one-off youth exchange programme, but placed in a broader spectrum of youth work as systematic preparation for intercultural contacts and active participation in the life of society.

Mobility has become a European buzzword in this respect: the sum of all expectations, as it were, and the solution to all problems. Yet physical mobility in itself has little educational value unless it is linked with specific goals. For mobility to be useful for personal development, the term has to be understood on two levels: apart from referring to physical mobility, it must also mean the inner readiness to accept the new, to examine ourselves in relation to others, to ask why and how we perceive and interpret things and how we form our opinions.

Travel is one form of mobility, an oppor-

“On eloquence. Who so far has possessed the most convincing eloquence?

The drum roll: and as long as kings

have this in their power,

they remain still the best

orators and rabble-rousers.”

Friedrich Nietzsche,
Die Fröhliche Wissenschaft.

tunity to experience something new. But for various reasons many young people have little or no possibility of travelling to another country, and if they do, then rarely in circumstances which bring real interaction with a different cultural environment. Much travel abroad simply reinforces existing prejudices.

This is where Youth for Europe offers a genuine alternative. On the one hand, the programme gives young people the possibility of meeting people of a similar age from other countries and living and working together so as to learn together and from each other. This also involves learning something about the culture of the

other country. On the other hand, the programme helps young people to benefit from a youth exchange project in their everyday lives: intercultural learning begins on our own doorstep, not only in another country.

How are young people to “become themselves,” to develop an identity which goes beyond self-defence and distance towards others? How can they learn about the inter-relationship between individuality and what we all have in common? How can they develop a stable personality based on national/cultural values and feelings of belonging to a particular region, yet including openness towards being a citizen of Europe, part of a cultural and socio-political Europe?

Encounters amongst young people from different countries often give rise to statements like: “We have experienced what it means when others treat you like human beings. We’ve felt for the first time what a great feeling it is when you’re treated with respect. And we’ll do all we can to avoid contributing to discrimination against others through indifference” (young Irish person at the end of a multilateral youth meeting with young immigrants living in the United Kingdom, France and Germany).

Young people also show the way when they get involved in youth pilot projects, such as making a video about the problems of living together with youngsters of a different nationality in a district of London. In the process they develop new attitudes towards what previously seemed inevitable. “This film is the most exciting thing we’ve done for a long time . . . Suddenly we can see a lot of things differently and don’t understand any more why we always had problems with the others . . . In future, we’ll do things together with them, not against them . . .”

Intercultural youth work is an important and promising initiative. It is focused on what young people experience and how they interpret this experience; it is geared to what shapes young people and the influences they are exposed to. Intercultural learning is a learning concept concerned with attitudes, perceptions and behaviour patterns – in other words, with one’s own values and those of others, with specific interests and power. Intercultural learning is not a pedagogic concept of harmony but rather an attempt at learning a conflict-solving approach to dealing with differences. It is about communication skills within multicultural structures. In this sense, the European youth policy initiatives such as Youth For Europe are important instruments for assisting young people to develop and implement an active and responsible concept of Europe as their own patch.



Eurostudents

Erasmus faces the examiners

Studies show that students see study abroad as important for their professional and personal development. The build-up in student numbers under Erasmus is impressive, from 3,500 students in 1987/88 to 32,000 students in 1991/92. Erasmus now supports over 40,000 students annually and the drive for its success comes from the grassroots.

Assessing this experience is a vast endeavour. The Commission has been able to draw on the talents of one of Europe's foremost evaluation teams at the Universität-Gesamthochschule Kassel, led by Professor Ulrich Teichler. In cooperation with counterparts in other countries, this team is reaching a key point in its work.

Assessing quality means knowing how satisfied your customers are. This is what Kassel has been doing, surveying various aspects of how Erasmus is working. The results are encouraging. Contrary to what is often claimed, the majority of students can get along with the amount of their Erasmus grant, which is given to

cover the additional costs of study abroad. Studies in 1990/91 show that students spend on average Ecu 355 per month at home and an additional Ecu 183 when abroad. The additional outlay is mainly for travel and retaining their accommodation at home. With Erasmus grants at

the level of Ecu 194 per month, there can be no grounds for accusations of Erasmus miserliness! In fact, more problems seem to arise with the timing of financial support, with students typically getting confirmation of their grant only 2-4 months in advance of going abroad but not knowing how much they will receive until a month before or even one month after.

Knowing your financial prospects is just part of the preparation for study abroad. Many universities organize specific courses or advisory services; 58% of the 1990/91 students benefited from a preparatory course, and for two-thirds of those students the course was obligatory. Help in getting registered and guidance on academic matters at the host institution seems to pose more of a problem, with many students registering a wish for improvement in those areas.

In fact, university professors may be consoled that students' major concerns seem to fall outside the academic sphere. The top three worries were residential accommodation (22%), financial support (21%) and too much contact with people from the student's home country (20%). The accommodation issue is being given special attention, with studies being undertaken by the Commission to examine ways of alleviating the difficulties. Study achievement abroad must be academically recognized if students are to be motivated to spend time away from their home university. Despite the technical and

scientific difficulties, remarkable progress is recorded. In the 1990/91 student survey, Kassel looked at inter-university schemes in their second and fourth years of operation. Three definitions were employed:

- Degree of recognition: the extent to which the academic study undertaken was recognised or taken to be equivalent to study at the home institution. Three out of four courses students had taken abroad were recognized upon return.

- Degree of correspondence: the extent to which study at the university abroad corresponds with the amount of comparable study at the home institution. Over 70% of cases met this criterion.

- Non-prolongation: the extent to which the study abroad is absorbed into the home study period without lengthening the overall study period for the degree. This criterion was met in about 55% of cases.

This situation, Professor Teichler argues, is not as good as it might be, although the record in corresponding programmes is better under the ECTS

arrangements (European Community Course Credit Transfer Scheme).

If European transnational treaties and programmes insist on the "rich diversity" of national education systems, then no one should be astonished if students are frank

about the differences between university systems. Teichler's studies asked students to compare home and abroad. Comments included:

- Institutions of higher education in the United Kingdom are characterized by a strong emphasis on independent work and out-of-class communication between teaching staff and students, by the important role of written examinations and evaluation of papers submitted, and by little use of publications in foreign languages.

- Germany was viewed as a country in which students' freedom and independence were highly regarded. Students have a high degree of freedom in choosing courses and areas and were expected to work independently. Little emphasis is placed on regular class attendance. Understanding theories, concepts and paradigms is highly appreciated.

- French universities place high emphasis on the acquisition of facts, regular class attendance and the teacher as the main source of information. Examinations play as important a role as in the United Kingdom. Little emphasis seemed to be placed in France on students' freedom of choice and autonomy or on out-of-class communication between teachers and students.

These perceptions are based on studying side-by-side with students from the receiving country: 62% of Erasmus students in 1990/91 took all their courses alongside home students, with only 13%



pursuing courses laid on exclusively for Erasmus (and possibly other foreign) students. Also 65% of those students were being taught in the host country language.

When asked about the impact of study abroad on employment, Professor Teichler sees clear and positive evidence: 18% of students surveyed 30 months after their period abroad were working abroad. Erasmus students feel study abroad has been very helpful in obtaining a first job, although this does not appear to translate necessarily into a higher level of job compared with others. Summing up, Teichler concludes: "Erasmus students cannot expect superior careers but increased opportunities for careers in which international experience is appreciated." This may disappoint some; others may feel that, as long as the public purse pays for the additional investment of study abroad, the beneficiary should have no special right to additional return in terms of higher status or income.

Erasmus has been systematically evaluated by an external evaluation team coordinated by a German research centre.

By the end of 1994, 17 surveys will have been undertaken, including:

- annual statistical surveys on participation in Erasmus

- "tracer" surveys looking at Erasmus students two years and four years after their study period abroad

- surveys of student participation in the European Community Course Credit Transfer System (ECTS)

- analyses of project coordinators' reports, of academic staff teaching abroad, and of university heads concerning institutional arrangements for mobility.

These studies are to be integrated into a synthesis study due to be completed at the end of 1994.

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Assessing quality
means knowing how
satisfied your
customers are

Clocking On

Work placements abroad

Higher education students go abroad to study but they often gain work experience as well. EU programmes support work placement in many cases, whether combined with study or not. Research on study abroad has shown that in many cases students rate the experience they gain during work placement higher than to their actual study. This is because a period in a company abroad provides a double shift of perspective, changing not just countries but switching from the educational to the working environment.

Work placements in industry are a priority focus for the Comett programme, which will have supported more than 32,000 placements for university students since 1987. Results of the first detailed analysis of the placements carried out between 1990 and 1992 show that:

- 66% of the placements were at undergraduate level, the remainder at post-graduate or post-experience level.
- In 70% of cases, the placement was an obligatory part of the study programme; the other 30% of students were undertaking the placement on their own initiative.
- The vast majority of placements abroad (84%) are not linked with a study period abroad but are self-standing initiatives in their own right.
- 63% of placements are in small and medium-sized enterprises, a considerable achievement made possible by the localized networks of university-enterprise training partnerships in Comett.
- The percentage of Comett placements undertaken by women continues to increase, reaching 38% during 1990-92. This is a notable achievement given the strong engineering and technology focus

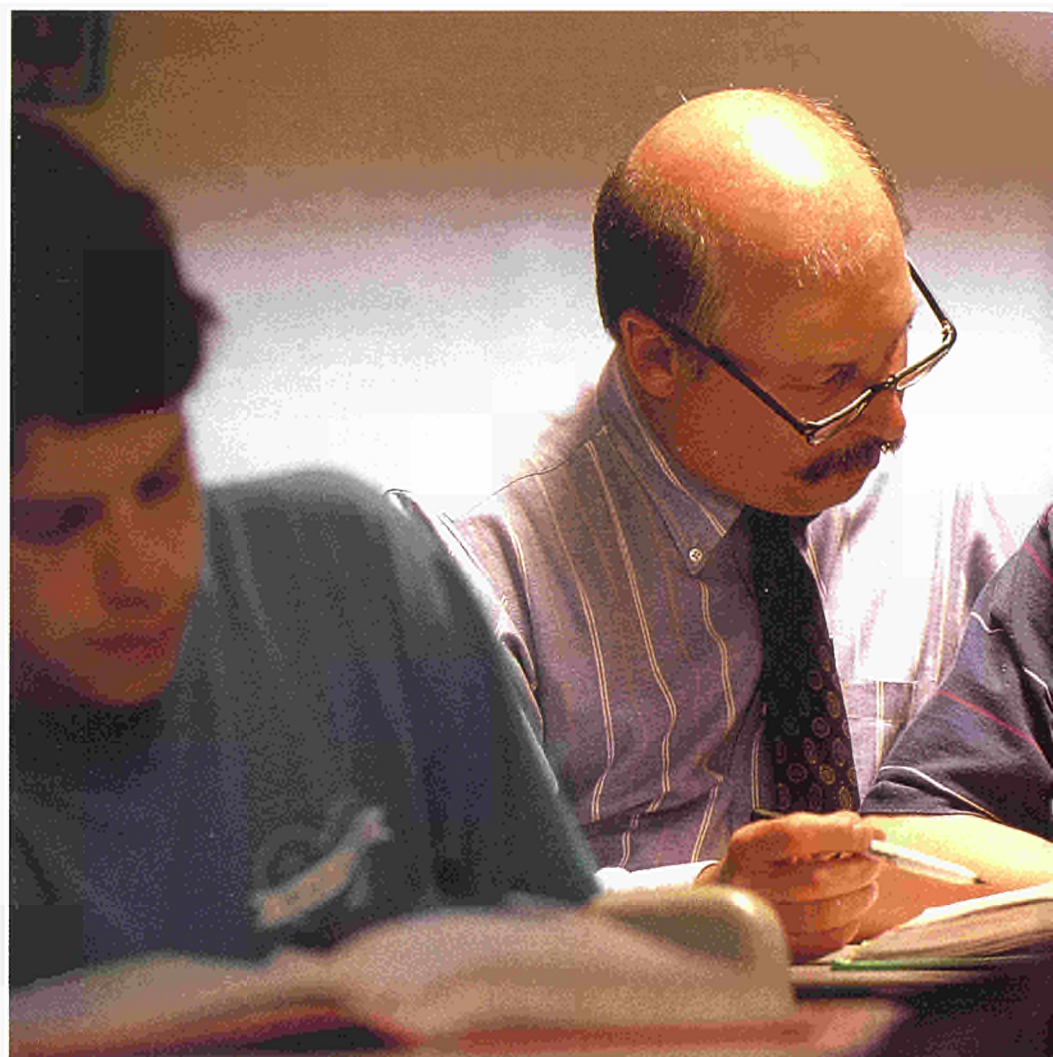
within Comett and the under-representation of female students in those disciplines.

- More and more universities are making placements a normal feature of their degree programmes (e.g. in Spain, Greece and Portugal).

Nearly half the companies were taking in a Comett trainee for the first time. The first time is the decisive breakthrough, and the hope is that the experience will be positive and persuade the company to continue the practice.

Central to this process is the European network of Comett training partnerships, whose members act as local brokers for students seeking placement abroad. Accounting for about half of Comett's overall expenditure, this network has developed some sophisticated tools to support communication and mobility. E-mail systems linked with centralized and decentralized databases allow those offering and seeking placement opportunities to exchange data rapidly and consistently.

The Commission has supported this effort through regular specialized conferences and meetings such as those held in Finland (Lappeenranta) and Spain (Segovia) in 1991 and in Ireland (Dublin) in 1993. A comprehensive guide to good practice has been published: *The COMETT Guide to Transnational Student Placements*. This is a highly practical source for all concerned, in higher education or industry. Launched in June 1993, the guide has been widely circulated and will be an invaluable aid both for those getting into the business of student placements and those who have only operated their placement programmes within their own country and are seeking to internationalize their programme.



MOBILITY

Chalk and Cheese

European teacher exchanges

What are multipliers? People who are ideally placed to spread their experience. Much used in texts about EU education, this notion stresses the importance of dissemination: across frontiers, languages, social groups and, of course, generations. The schoolteacher is perhaps the ideal illustration. Building on a Council Resolution of 24 May 1988 concerning the European dimension in education, the Commission has encouraged various forms of contact between pupils and teachers from different countries, as well as arranging exchanges of view amongst top officials, in order to improve the quality of education through pupil and teacher exchanges between Member States.

Experience so far has been good. The impact is both direct and indirect. The actual teaching activities are often extended to visits to other schools, to various cultural initiatives and to meetings with the education community in a broader sense, allowing people to compare and contrast their experience. Entire school communities become more aware of the realities in other Member States, triggering a wish to deepen and extend contacts, for example through the exchange of pupils. In a Milan-London exchange (see opposite), a questionnaire survey was organized on European attitudes post-Maastricht, allowing comparison of Italian and English attitudes. This was a very concrete way of furthering mutual understanding across cultures.

These bilateral exchanges centre on establishing a joint project between two

teachers sharing the same discipline. The project is further developed during the exchange and becomes the focus for future collaboration. Teachers must choose topics which are European in character and which different schools can realistically contribute to. Too narrow a focus will not allow full scope for ideas and cooperation. The teacher's continuing education and training develops via such projects. Contact with different educational realities faces the teacher with the need to update knowledge and skills, bringing a fresh look at education back home. The basis for continuing development is reflection about oneself, and the analysis of professional practice abroad can often result in new teaching approaches.

This is an example of how physical mobility in Europe brings intellectual mobility with it. Schemes such as this are based on a reciprocal bilateral exchange of teachers, but their mobility kindles an awareness in the broader education community which allows others to move in their heads. This awareness spreads outward to other schools.

Teacher exchange programmes increasingly mean:

- creating a joint exchange project to ensure the quality and reciprocity of the exchange;
- heightening awareness of the European dimension in the in-service training of teachers (as well as being a means of providing such training);

High octane student mobility

CSAMI is a Comett university-industry partnership in the field of mechanical engineering and applied mathematics, based at the Université Pierre et Marie Curie in Paris.

Marc, a DEA student in mechanical engineering, was crazy about Formula One car-racing. Unable to persuade a succession of automobile manufacturers to take him on as a trainee, he approached CSAMI. The result was a dream: a five-month traineeship at the Venturi Larrousse stable in the UK. The Comett traineeship allowed him further technical training but also the chance to participate in preparing several Grand Prix events.

This is one case amongst thousands, as the 200+ Comett partnerships work amongst themselves to find placement and employment opportunities for young engineers, technologists, and managers.

Electronic networking for placement mobility

Several Comett projects have developed data interchange tools to help their partners place students in foreign companies. Based on networked access to databases of offers and requests, these facilities are tailor-made for European mobility.

- **MIS Information Exchange System.** E-mail plus centralized and decentralized database on microcomputer.

Contact: John Rae, University of Salford, tel. (+ 44) 61 745 5199

- **EURO-STAGES.** E-mail plus centralized and decentralized database on micro-computer. Contact: Jean-Luc Fres, AUEF Languedoc-Roussillon, tel. (+ 33) 67 22 80 14

- **ATTT.** E-mail plus decentralized database on microcomputer.

Contact: Socrates Kaplanis, ATTT UETP, tel. (+ 30) 61 325102

- **OPEN.** Electronic conference system including e-mail.

Contact: Georges Meuret, IBM IEC, tel. (+ 32) 2 655 5669

- **ACMOBI.** Decentralized database on microcomputer using the CDS/ISIS file system. Contact: Professor Van der Beken, Techware UETP, tel. (+ 32) 2 518 8894



Mobility and exchange in EU programmes: a statistical overview

COMETT

Transnational exchanges currently amount to 7,000 per year, mostly student placements in industry (as well as some industry-university staff exchanges). Overall, Comett mobility actions will involve over 32,000 people for substantial periods (average 6 months).

Mobility in other components of the programme (preparation of and attendance at courses, preparatory visits, etc.) results in a further 3,000 mobility actions per year.

ERASMUS

In 1992/3 inter-university mobility of students amounted to almost 48,000 real student flows (excluding Lingua) for an average of 7 months.

Staff mobility programmes involved up to 8,060 university and college lecturers in 1993/94.

Visits and courses account for an additional 5,000.

PETRA

Annual training placements currently involve 15,000 young people. Youth initiative projects between 120 and 200 in 1994.

YOUTH FOR EUROPE

Youth exchanges (normally 1-3 weeks). Phase I: about 80,000 young people and youth workers. Phase II: an estimated 100,000 young people and youth workers (first year: about 35,000).

IRIS

Funding of exchange visits between Iris members; there are group exchange visits and thematic group exchanges (no figures yet available for 1993/94).

EUROTECNET

Bilateral and multilateral exchanges of scientific specialists (350-400 persons annually) between Eurotecnec projects.

LINGUA

Language student exchanges currently around 10,000 annually.

- Training placements of language teachers: over 6,000 annually.
- Exchanges and meetings of about 30,000 young people annually in vocational, professional and general education.
- Visits of language trainers and personnel officers in industry to their counterparts in other Member States.

TEMPUS

Mobility of students about 6,100 (mainly East to West). Mobility of staff about 9,500 (of which two-thirds West to East).

FORCE

800 human resources/training managers, social partners and trainers involved in 1-3 month exchanges. 719 transnational training projects including 91 short-term mobility projects amongst the 5,600 project organizations participating.

- thinking through the purpose of exchanges and how they can help put future cooperation between schools on a broader footing;
- enriching intercultural dialogue in order to widen the basis for future collaboration.

The scale of such exchanges remains modest. Even taking into account the teachers and trainee teachers supported under Erasmus and Lingua, the number involved annually is about 16,000. Nevertheless, these exchanges have been vital in designing the most effective way of mounting such initiatives and, in particular, ensuring their European objectives and character.

Quality education, as mentioned in Article 126 of the Treaty on European Union, is the underlying objective and teacher exchange is a powerful instrument for this. Chapter 2 of the future Socrates programme is designed to consolidate experience up to now and focus on such exchanges as a part of formal partnerships. Cooperation between schools is a major new feature of the new scheme, in particular for the updating of the skills of school teaching staff and for the exchange of pupils and teachers.

Leaving aside the importance of inter-school partnerships, teacher mobility and exchange is also a further step towards the free right of professional establishment in another Member State. The 1988 Directive on the recognition of higher education diplomas covers degree-level study of three years' duration, and therefore encompasses schoolteachers wishing to exercise their profession in another Member State. Teacher mobility is not only a response to the needs of society but also a tool which establishes the European dimension as a pedagogical field in its own right. A European educational area which is open and intercultural comes a step closer.



The Milan-London connection

A teacher exchange between secondary schools in Milan and London took place last year. An Italian teacher of history swapped places with an English teacher of history and philosophy. Eight months of preparation were needed to identify common aims and interests and to prepare the visits. Linguistic preparation was vital and the English school had the advantage of having classics and Italian language departments as well as specific interests in ancient history and the Italian Renaissance.

The teachers' objectives were strictly professional: further study in their specialist fields, and a part in the normal teaching programme and cultural activities of the school visited. At the same time, the visits are steeped in contemporary realities. For the Italian teacher, this meant multi-ethnic teaching in a school with a high proportion of Moslem children; for the English teacher, it meant coming to terms with the Milanese political environment at a time of immense socio-political upheaval and reform.



Creditable Credentials

Or dodgy diplomas ?

I am a wine waiter in the Gironde, and for family reasons I should like to go and work in Lombardy. What do I have to do to find an equivalent job?"

"An applicant for a laboratory assistant's job came to see me with a diploma for a 'routine laboratory tester.' Can I take him on? What are his real skills?"

Questions like this are put every day, both to the Commission and to national authorities. Applicants wishing to work abroad are growing in ever-increasing numbers and, with every right, they hope to have their qualifications recognized in the host country. Very often they find it hard to understand why 35 years after the Treaty of Rome, eight years after the Single European Act and one year after Maastricht, obstacles remain.

Yet Europe has worked hard to accommodate their expectations. The so-called regulated professions have come under detailed examination as a result of numerous general or sector-related directives. Doctors and nurses, dentists or vets can now carry on their professions in a Member State other than that which provided their training, without having to begin their university studies again. In the name of the principle of mutual trust, those with higher education diplomas not "covered by sector-related directives" have been offered a general scheme for the recognition of diplomas for professional purposes.

Even if most work has been done for the most highly qualified professions, other professions have not been overlooked. It is true that no text on harmonization or general recognition has been adopted.

Nevertheless, a particular effort has been made towards transparency and information regarding occupations at level 2 of Community classification, in other words, those corresponding to the level of "skilled worker."

This has been achieved thanks to the system of "comparability of vocational training qualifications within the Member States of the European Community" set in place by the Council in a decision dated 16 July 1985. This scheme has made it possible to assess in depth 19 occupational sectors. The chosen method consisted of taking a sector (e.g. motor vehicle repair, commerce) and identifying the level 2 occupations that exist within this sector (e.g. under the heading of shopworkers: purchasing clerk, display assistant, warehouse assistant, etc).

Next, it was a question of drawing up a job description common to all Member States on the one hand (this is the concept of the "description of the mutually agreed practical occupational requirements") and, on the other, of drawing up a comparative table of diplomas leading to employment in these professions. This work, carried out by the European Centre for the Development of Vocational Training (Cedefop) in close cooperation with the Commission, has been published in the Official Journal of the European Communities (OJ) after one final check carried out by the national authorities.

The ultimate aim was to put into place a system of comparison and information adapted on a Community-wide scale. There was no question, therefore, of reaching legislative harmonization, but rather of

encouraging the free movement of workers by making it easier to take into account, in another Member State, qualifications gained by an individual in his or her country of origin. The spirit of this exercise was subsequently strengthened by two Council resolutions:

– Council Resolution of 18 December 1990 relating to the comparability of vocational training qualifications. This was aimed at speeding up the work undertaken, while stressing the diffusion, exchange and use of information already gathered.

– Council Resolution of 3 December 1992 relating to the transparency of qualifications.

This legal support has allowed the Commission to carry out important work in the area of comparability between 1985 and 1993: 209 professions involving almost 500 distinct occupations have been studied across 19 sectors of activity, and their Community descriptions have been published in the OJ. Among the main sectors covered are hotels and catering, agriculture, transport and tourism.

So there is now a large quantity of information capable of making a tangible contribution to the free movement of individuals within Europe. But does this amount to adequate support for the mobility of those who want it? The question was worth putting to the Member States. In fact, the comparability exercise has been subject to an evaluation. National reports on the whole underlined the benefit of the work carried out. They particularly stressed the advantages of the scheme in the area of mutual awareness of systems of qualification.

They also highlighted the disadvantages of the arrangement, which bear specifically on the following points. For one thing, the scheme only takes account of those at the level of "skilled workers," whereas nowadays geographical mobility relates much more to high-level qualifications. In addition, the methodology laid down by the decision of 16 July 1985 does not have built into it the continuous development of the nature of the job. Member States have also made a point of underlining that the "products" of the system (the description of the practical job requirements and the comparative tables of diplomas and certificates) do not wholly meet the needs articulated by workers and businesses: they are not always very clear and they are sometimes hard to use. As a result, the documents and sources of information placed at the disposal of potential users (workers, businesses, those involved in training and careers advice, students, etc...) are not sufficiently consulted.

Whilst insisting on the relevance of the initial aims, those assessing the scheme therefore think that the comparability of qualifications should be improved. It is true that in 1994 it is hard to ignore a general system of information and transparency of qualifications. The essential matter is to improve mutual awareness and to continue to encourage the mobility of those who wish for it. This is why comparability of qualifications has turned out, despite a few limitations, to be an invaluable asset. Now, it needs to be completed and followed up by initiatives aimed at putting into practice the principle of free movement.

Dovetailed qualifications

How qualified is a carpenter ?

If he can put up wood panelling on walls or ceilings in Spain, he probably has a 'certificado de aptitud de formacion profesional ocupacional.'

If he comes from Luxembourg or France he is equally qualified if he has respectively a 'certificat d'aptitude professionnelle' or a 'brevet de compagnon.'

It took over four years, from July 1989 to December 1993, for this kind of information to be checked out across the European Community for nearly 200 different professions, the occupations within them (e.g. there are reckoned to be nine "wood-working trades") and the related professional diplomas, which have been drawn up into a comparative table.

Far from being an exercise in bureaucracy, an at-a-glance comparison of qualifications can provide a basis for cutting through red tape and letting people get on with the work they were trained to do, thus contributing to a more open employment market and wider job opportunities in Europe.



Virtual Mobility

Open and Distance Learning

Open and distance learning is recognized as a route towards more flexible and cost-effective training systems. People who two decades ago were disappointed with the real performance of educational technology are at last experiencing more powerful and user-friendly systems on which to base their teaching efforts.

The nature of the technology, its decreasing cost, and improved telecommunications all combine to offer European educationalists immense potential for 'virtual' mobility.

Videoconferencing, computer conferencing, world-wide computer networks, bulletin boards, satellite transmission: an array of possibilities, just beginning to be exploited, provide the ability to move knowledge across the continent in seconds.

The move towards electronic open and distance learning cannot be dismissed as just a fad for crazy technomaniacs. The pressures on education and training systems push in this direction. Pressures of access: improving equality of opportunity and getting ever higher qualification rates. Pressures of cost: the imperative of controlling public expenditure and ensuring value for money. Pressures of quality: ensuring high-quality content across vast education and training territories. A US policy document last year claimed that studies have shown that computer-based instruction is cost-effective, enabling 30% more learning in 40% less time at 30% less cost. And the change is being led by the private sector. Large

companies, faced with the need to keep their staff at the leading edge, can no longer afford the cost of traditional face-to-face training and are investing in other approaches. Siemens, a company with an internal training staff of 4,000 (1,000 full-time), is looking to open and distance learning to help meet its continuing training requirements. The drive towards new teaching approaches is motivated by economic considerations: it is just as important to provide equality of training opportunity for all the staff dispersed across the world.

The EU's education and training programmes support wide-ranging innovation through both Community-wide systems for the delivery of open and distance learning and individual projects using new distance learning approaches.

● In Comett, 30% of the budget has been spent on open and distance learning systems and materials. New distance learning

networks have benefited, including the European Association of Distance Teaching Universities (EADTU), SATURN, EuroPACE, and Eurostep. These networks have been pioneers in developing the European infrastructure for cross-border delivery of training courses. Hundreds of distance learning packages have been supported, including ambitious Master's degree schemes in strategic areas such as technology management.

● Innovative distance learning approaches have been developed for adult learners under the Force programme. Building on growing interest in industry, these learning packages allow larger companies to

training: 20-50 units.

● Interactive video, CD-I (from scratch): 50-100 units.

To complete the cost picture, delivery costs (ranging from mail to satellite delivery) and the dedicated equipment costs should be added. As a general rule, in order to keep costs at the level of classroom teaching, the number of trainees needs to be high – it could be as high as 1000 in the case of interactive video. Once such a critical mass is reached, the net expenditure gains over traditional training will continue to rise for every additional trainee. Other negative points for multimedia are the lack of standardized computer platforms and insufficient research on the conditions for training effectiveness of education technologies.

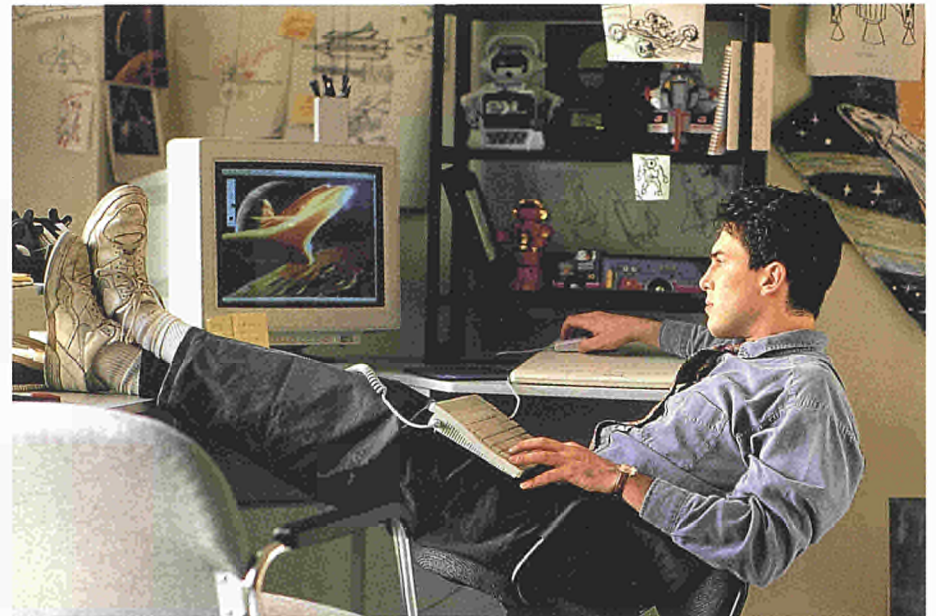
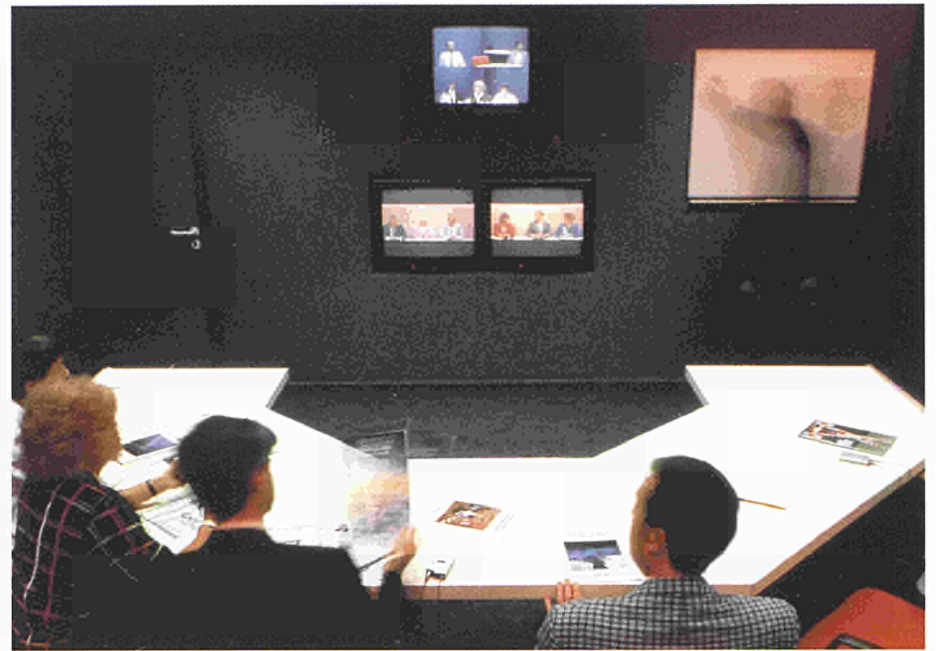
As regards the advantages of multimedia for training, there is growing evidence from both Europe and the USA that flexible learning methods can reduce learning

Studies have shown that computer-based instruction is cost-effective, enabling 30% more learning in 40% less time at 30% less cost

When is multimedia training efficient and cost-effective?

With multimedia training now approaching a more mature stage, its merits and disadvantages can be more easily assessed. First, on the negative side are the high production costs. Rough estimates of the preparation and production costs of different media in relation to one hour of traditional face-to-face teaching (counted as 1 unit) are:

- Audiocassette/radio/teleconference: 2 units.
- 'Talking head' video or televised lecture: 2-5 units.
- Computer network mediated communication: 2-5 units.
- Printed material (from hand-outs to printed book chapters): 2-10 units.
- High quality video or TV programme: 20-50 units.
- Pre-programmed computer based



link up with smaller companies with which they are associated in order to provide product-related training.

Here education and research must be in step. The Delta programme, which funds research into learning technology, allows pre-competitive research into new systems to feed through into fully-fledged training activities within the EU education and training programmes.

time, typically of the order of 30% compared to traditional classroom teaching. Other potential advantages concern:

- Flexibility: learning time and topics can be adapted to individual requirements.
- Quality control: constant and measurable quality of training; possibility to control and assess learning progress (including self-assessment).
- Organization: training departments can be less human resource intensive.
- Human resources: better use of teachers' talents (less routine, more tutoring).
- Finance: marginal costs for additional trainees are lower.
- Customer satisfaction: for instance, comparative research in the USA has shown that learning through interactive video is in general better appreciated by learners than traditional methods and that it is more effective in terms of learning outcomes, when designed properly.

In summary, multimedia approaches

For example, networking among the Community's open universities has been strengthened through the EU programmes, including support for newly emerging open universities in countries previously lacking such institutions. These consortia of open and distance learning institutions have created European-wide directories of higher education courses and set up language support systems for their students.

may be used profitably for training and learning when:

- course content is relatively stable and long development times are acceptable
- large scale diffusion is possible or the number of available teachers is limited
- the same course has to be given over and over again
- potential users are scattered geographically (gain in travel/time)
- many persons have to be trained in a short time span (resource scheduling)
- adequate production, delivery and trainee support structures are available (the cost of which can be depreciated over a sufficient number of training programmes)
- special, dangerous or exceptional situations have to be described (facilitating 'access' through video and images).

(Extract from IRDAC Report "Quality and Relevance," European Commission, March 1994)

Crossed Channels

Lifting the language barrier

"I might as well have been a nine-month old baby. In fact I was worse off – at least a baby can sob, scream, grunt and cool!" This is how one young woman described her experience on a transnational training placement. The frustration she experienced was the direct result of her inability to communicate adequately in the language of the host country.

Equally disappointed was the British trade union official who described, in a Lingua-funded survey, a meeting held with colleagues in France as "an almost total waste of time." Again the reason was the lack of linguistic competence. "They could only speak a little English and we couldn't speak French. We came away without finding out what we wanted to know."

Obviously, there is a major language problem to be faced in European mobility programmes. There is no shortage of evidence from the world of commerce that competence in foreign languages has failed to keep up with the increasing trade between Member States. There are familiar horror stories of the monoglot companies which cannot even cope with a telephone enquiry in another language. Not the best way to attract custom!

A survey carried out in 1987 among young people in Member States aged between 15 and 24 found that only half considered they could communicate adequately in a foreign language they had learned at school. Although some improvement was revealed in a further survey carried out in 1990, communicative skills in language training still need to be promoted more strongly.

"The problem with languages taught in school is that they were taught to be written. Consequently you can't gain confidence in speaking them." This was the reflection on his own school experience of another trade unionist interviewed in the Lingua survey.

This lack of confidence in speaking a foreign language was by far the most serious deterrent to mobility identified by the young people surveyed in 1987, with only slight improvements in the 1990 survey. The choice of destination for a study, work or training placement is often heavily influenced by the competence or confidence the young person has in one particular language, creating an imbalance in demand for certain Member States (see above left).

Awareness of European integration has, however, brought new recognition of the need to communicate more effectively and amend language teaching policies and procedures. Member States are assessing their language needs and, with the help of Lingua, techniques in carrying out linguistic audits are being used to effect in different sectors of the world of work. A huge investment has been made in language training and, as the results of the language audits become known, even more will no doubt be called for.

The mobility programmes developed by the Commission have acted as a major catalyst in concentrating attention on the importance of the communicative skills. An academic knowledge of a foreign language will have limited use for the

Erasmus student on a study period abroad without the ability to communicate. It is also clear that the teaching of languages cannot be separated from their cultural context and that preparation for the period spent abroad must include information about life in the host country relevant to the situation where the young people will find themselves, whether it be in an institution of higher education, in an office or on the shop floor.

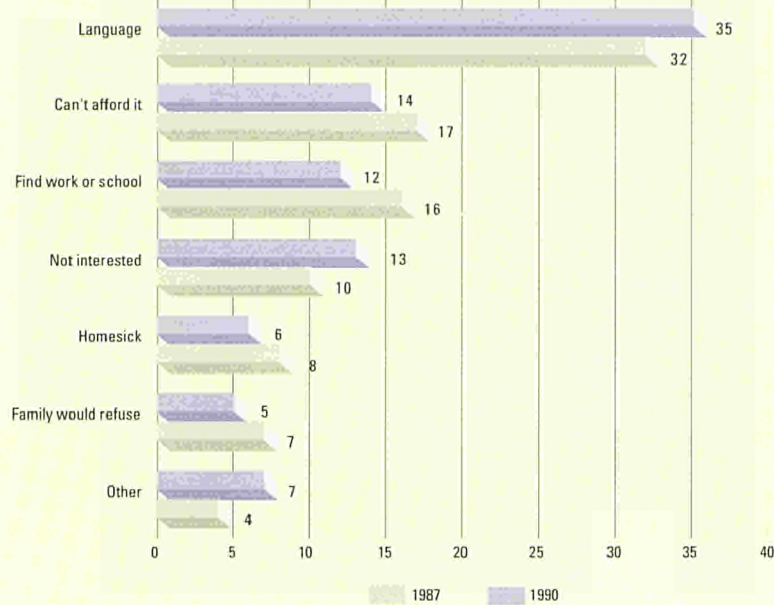
When a mobility strand was added to the Petra programme in 1992, the linguistic and cultural preparation of young people in the target group was immediately identified as crucial to the success of the training and work experience placements which were now to be funded under the programme. A working group of Petra national coordination units (NCUs) was set up under the leadership of Léargas, the Irish NCU, to monitor the development of preparatory courses and to devise ways of sharing experience in this field.

With grants from Petra and Lingua, the working group has recently compiled a supplement to the programme's operational manual containing advice and information for placement organizers and a proposal to set up a data bank to collect examples of good practice accessible to all those working in this field.

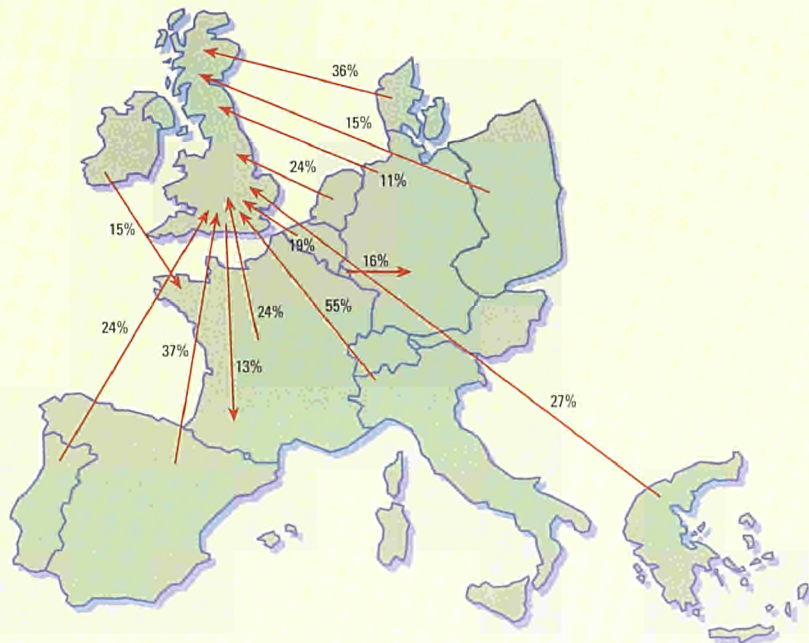
The findings of the Petra Lingua working group confirm the importance of devising preparatory courses responding to the needs of individual participants and shaped according to the nature of the placement. Petra targets a very wide range of young people for whom off-the-peg courses are rarely satisfactory. An awareness of how to communicate (even in one's own language), some knowledge of the technical vocabulary associated with the training field and an openness towards the way of life in the host country should be the principal objectives of the course, which might, for some young people, be the first contact with that language and culture. At the other end of the scale the course will simply top up the skills already acquired at school and add the technical and cultural dimension relevant to the placement.

In the end, preparation for mobility in the Europe of today is the responsibility of the education and training systems of Member States. Foundation skills in communication and cultural awareness should have been developed at school or as part of the core curriculum of initial vocational training. For the moment, however, the onus remains with the organizers of mobility to ensure, through appropriate preparatory courses, that the young lady quoted at the beginning of this piece should recover her self-esteem and benefit in a more mature way from her experience abroad. □

Main reason for not working, studying or training abroad
(evolution 1987-1990 – one answer only – in %)



EU countries in which young people would like to study
(for each country, first choice for destination)



Skills, training and women's economic development

Throughout Europe, among the employed, unemployed and the economically inactive, it is women in particular who tend to have skills which are under-developed. There is a growing concern that existing training systems are not responding adequately to women's training needs and, as a consequence, are contributing to the problem of skill shortages.

Such concepts became apparent in the course of a project recently financed by the Task Force in the broader context of its Skills Needs project.

The Athena project is a transnational initiative, involving six European regions, designed to throw light on the barriers which make women's access to training and the labour market problematic and to make recommendations as to how training systems can be adapted to meet training needs more effectively. Six teams explored the key issues in their respective regions while working together to pool experiences and learn from each other. The teams, from Germany, Spain, Ireland, the Netherlands, the UK and Denmark, concentrated on different groups of women, including women entrepreneurs, unskilled women, 'women returners' and women in rural communities.

Conceived as action research projects, the teams presented profiles of their regions, analysed skills shortages and the regional labour market and developed an appropriate set of actions and project management to suit the context. The Athena project raised local awareness while maximizing opportunities for cross-cultural learning.

The teams reported on the barriers to women's training in their respective regions and a synthesis report drew out the lessons and implications of the project. Earlier this year a dissemination conference was convened by Gateway Europe, the Comett University Enterprise Training Partnership for Wales, which initiated the Athena project and jointly coordinated it with the Compass UETP from Denmark. The teams gave their findings to 100 trainers, policy-makers and researchers representing nearly all the EU Member States. The main focus of the conference was to move beyond the reports and develop recommendations for action. These were synthesized in a conference report and conclude, inter alia, that training does not act in isolation but needs to be integrated with regional economic development and that good training for women is synonymous with good training for all.

The recommendations in the report focus on three levels of intervention. The first is based on the observation that equal treatment does not yield equal outcome. While it is important to have a clear espousal of equal opportunities policies and systems of gender monitoring, in themselves these will not prevent gender being a major determinant of who gets what training opportunities.



The second argues that family-friendly policies are needed in training, as in employment, to facilitate women's participation given unequal shares of responsibility between men and women for domestic work and childcare. However, once again, by themselves such policies, while welcome, will not significantly effect women's participation in training that will help them move across or up into male-dominated technical, skilled or high-paid jobs. Cultures must change.

The third level of recommendations makes the case for transforming training to start from the position of women's training needs, which, given many women's fragmented working careers and years of working in low-skilled work, may well need to include confidence-building, flexible points of entry and credit accumulation. These combined strategies could make a difference. The message from the conference was that if training for women is to be taken seriously, a more proactive stance must be taken to improve equal opportunities, to develop family-friendly training opportunities and to ensure that training provision is designed to respond to women's training needs.

Within this framework, many practical suggestions were made for improving training systems from the group of experts present, who represented a wide variety of organizations. Specific recommendations were made to the Commission on policy development, research and action. In particular, points were made to feed into the design phase of the Leonardo programme.

The key areas for improvement include:

- developing gender monitoring systems,
- fostering equal opportunities objectives,
- child care,
- guidance,
- routes of progression,
- women-only training,
- training women trainers,
- training women in male-dominated fields where there are skill shortages,
- targeted training for unemployed women,
- women returners,
- low-skilled women employees and women setting up their own businesses,
- publishing examples of good practice and guidelines.

List of reports

NL

van Dam J.W. (1992)

The Position of Women on the Limburg Labour Market:

Faculty of Economics and Business Administration, Rijksuniversiteit Limburg.

IRL

Kennedy M. (ed) (1994)

The Changing Face of Women and Work in the Dublin Region:

Dublin Technology Partnership Ltd.

DK

Rostgaard M., Korsten A. and Vonsild S. (1993)

Changing Non-Skilled Women's Jobs in Industry:

Compass-UETP, Aalborg University.

UK

Gateway Europe (1993)

Athena Synthesis Report:

Welsh Development Agency. *Gateway Europe* (1993)

The Athena Project in Wales:

Women Entrepreneurs.

Gateway Europe (1994)

The Athena Project: Skills, Training and Women's Economic Development

Report of a Conference held in Ewloe, North Wales, 31 January-1 February 1994.

E Torrens M.C. and Monserda M. (1992)

the Athena Project (The Catalan Report).

D Zeiske K. (1993)

Skills Project Athena

The Berlin Regional Report; Comett APHW Satellit Berlin,

Fachhochschule Für Technik und Wirtschaft.

Requests for these reports may be made to the Task Force, c/o Frances Smith. □

Cultures must change

There is still a long way to go before women fully integrate the male-dominated professions.

Can you answer this riddle?

A man and his son were driving down the highway and had an accident. The man was killed instantly, and the son was rushed to the hospital in critical condition and prepared for surgery. The surgeon arrived, and looked at the boy and said, "I can't operate; that's my son!"

Who was the surgeon?

The boy's mother.



Quality in education

Education institutions, teachers, administrators and policy-makers have always been concerned with quality in education provision. Even without a formal 'quality' approach, schools and other training providers have needed to develop methods, norms, procedures and standards to help guarantee the quality of their provision.

But it is equally true that, traditionally, quality in education has often been interpreted fairly narrowly as an absolute concept, even something 'innate' and unmeasurable. For many, education quality has more to do with cognitive issues such as level, depth, volume and scientific validity of the knowledge transfer than with anything else. The traditional methods which nations have been using for quality control in education reflect these approaches.

But there is evidence that, both in schools and universities, traditional approaches may no longer be sufficient. Indeed, the dominant quality ethos and its underlying ideas are subject to change over time. The different viewpoints from which quality in education and training have been considered are summarized opposite (see box).

Quality concerns are increasingly focusing on the total effectiveness of education providers, whether this concerns a primary school, a university or a private training institute. This trend is very much akin to developments in industry, where quality considerations are moving from specific product characteristics and norms towards the organizational capacity to deliver high-quality goods and services. In short, the current quality concerns in education are not isolated and education-specific phenomena, but find their roots in broader macro-economic trends.

This does not imply that 'older' types of quality considerations (e.g. didactic) are no longer valuable. Indeed, in order to define the complexity of the quality concept in education and training, it may be considered simultaneously in two dimensions:²

"Adopting quality concepts in education and training" is one of the main recommendations of the new IRDAC¹ report on education and training (see *Le Magazine*, issue 1). With regard to quality in education, the report adds: "Quality concepts should be adopted systematically in all education and training contexts for reasons of public accountability (publicly funded institutions), market transparency and educational effectiveness. Education institutions and training providers should be exemplary in this respect." And although the 100-page report covers many other education and training policy issues, it is noteworthy that the very first word of its title is, indeed, Quality . . .

- The first is the level at which quality is considered (from education or policy down to the learning process).
- The second is the difference between quality of design (effectiveness of defining and adapting education provision) and quality of conformance (effectiveness in meeting what was planned).

A matrix based on these dimensions encompasses most education quality sub-definitions. Examples of quality issues are given opposite for both initial education and continuing education and training (CET).

Simply stated, an education system which is highly effective in all these respects can be defined as of high

quality, in particular when effectiveness is defined from a customer's point of view. (National quality control mechanisms are briefly described in a recent EC publication, *Quality management and quality assurance in European higher education. Methods and mechanisms*).

Quality control mechanisms are also a relatively new topic in continuing education and training. One example of an interesting development is the tool for quality self-assessment of CET providers developed by CEDEO in the Netherlands. It was developed on the basis of the model and criteria for the European Quality Prize, developed by the European Foundation for Quality Management (EFQM). The CEDEO-tool has been thoroughly tested with all kinds of training providers and is being used, from 1994 onwards, on a voluntary basis by institutions for self-assessment.

The education discussion about quality is no longer confined within the national policy agenda. This should not astonish anyone. Both the TQM movement and ISO 9000 certification trends are basically international. Innovation in education is currently being fuelled by major European education and training initiatives which involve cooperation between many providers all over Europe. The very existence of the thousands of Comett, Erasmus and Tempus projects has increased awareness of the true determinants of education quality across Europe and has given a fresh stimulus to reflection on the purpose, standards, and quality of education programmes.

The most visible output of these developments is the European Community Course Credit Transfer Scheme (ECTS). This requires participating universities to be clear about input requirements and to ensure consistent quality in their outputs. Through the scheme, the quality of education programmes of one provider is explicitly recognized by the other participating institutions.

But there are many other examples:

- Many major Erasmus and Comett projects result in the joint establishment of programmes or the recognition of programme comparability across national borders. There are also many smaller, but targeted efforts which specifically deal with quality. For instance, within Comett:
 - The Europro project on European credit recognition of advanced CET modules provided by different institutions and trainers across Europe
 - The Equal project which aims at specifying quality criteria and methodologies for short course development at European level
 - The Saturn quality guide for applying quality principles in distance learning
 - The development of a Quality Guide for European training projects (forthcoming).
 - International comparisons of the quality of education programmes are increasing. An example of such a venture has been the comparison of several European electrical engineering programmes, jointly undertaken by the Dutch VSNU and the American ABET.
 - An example of an international organization seeking quality control across national borders is the specification by EOQ (the European Organization of Quality) of the requirements for training on quality for quality professionals, quality system managers and quality auditors, to be implemented at national levels in a uniform way.

These recent developments were preceded by other quality efforts, coordinated through Cedefop, to harmonize vocational qualification specifications at EU level for many skilled job categories. Cedefop has also recently analysed the national certification systems for education and training qualifications. At European level, a general system of professional recognition of higher education degrees exists; for some professions (e.g. medicine) it is more explicit and has led to adaptations of curricula in EU Member States.

On the specific topic of quality assessment in education, things are moving fast. Examples include:

- The Dutch 'visitation' model for review of higher education institutions and programmes, which is being copied and adapted in several other countries; it has also led to joint Dutch/Flemish assessments.
- The strategic audit of business schools by the European Foundation for Management Development (EFMD), which has been used across Europe and in Tempus.
- The Aquaforce model for assessment and (possibly) certification of CET providers (see box).

One last sign of the 'Europeanization' of quality in education is the increasing number of education and training providers in Europe (including training departments of larger firms) which are seeking ISO 9000 certificates, a quality norm which is identical throughout Europe. Although the application of this norm is not self-evident in an education context, first evidence suggests that it can provide a framework and focus for quality efforts by education institutions. But, in itself, it is far from sufficient to achieve quality in the education process. The fundamental problem is the absence of viable, practical and comprehensive alternatives for quality certification of education and training providers at European level.

In summary, Europeanization of education quality issues is here and here to stay. There is growing recognition of the fact that certain education and training requirements need a European approach (e.g. training in very advanced fields, for which the national scale does not contain sufficient critical mass, or transfer of education expertise from one country to another). This inevitably leads to a strong call for a quality guarantee. Proposals have already been made for pan-European accreditation mechanisms for education and training in specific disciplines. □

¹ IRDAC is a body of industrialists which advises the European Commission on all aspects of its research and development activities. The full title of the report is: *Quality and Relevance – The challenge to European education – unlocking Europe's human potential*. It can be obtained from the Task Force.

² This approach has been developed in a report by Wouter Van den Berghe for the Flemish Education Ministry, *Quality in Education and Training*. Most of this article is based on this report.

Examples of quality components in education and training

Level:	Quality of Design		Quality of conformance	
	Initial education	CET	Initial education	CET
Policy	<ul style="list-style-type: none"> – Balancing educational demands – Completeness of education provision 	<ul style="list-style-type: none"> – Defining company training needs – Company training strategy 	<ul style="list-style-type: none"> – Monitor education policy – Efficiency of expenditure 	<ul style="list-style-type: none"> – Understanding of impact of new trends on training requirements
Administration, organization	<ul style="list-style-type: none"> – Streamlined administration – Decentralized services – School support 	<ul style="list-style-type: none"> – Cost-efficient delivery (internal or external) – Fast and customized delivery – Business services – Image 	<ul style="list-style-type: none"> – Accuracy, speed and flexibility of administrative support 	<ul style="list-style-type: none"> – Quality perception with clients – Increase of service levels
Institution	<ul style="list-style-type: none"> – Internal organization – Personnel policy – User involvement 		<ul style="list-style-type: none"> – School activities – Management of financial resources 	
Course programme	<ul style="list-style-type: none"> – Definition and adaptation of content – Internal cohesion – Relevance 	<ul style="list-style-type: none"> – Linking needs to appropriate training – Choosing the right training format – Balance of knowledge and skills 	<ul style="list-style-type: none"> – Conformance of programme to stated design and objectives 	<ul style="list-style-type: none"> – Courses that respond to identified needs – User of user feedback – Project management
Course output and delivery	<ul style="list-style-type: none"> – Student manual – Support material 		<ul style="list-style-type: none"> – Course achievements 	
Teacher, trainer	<ul style="list-style-type: none"> – Prerequisites – Didactic and pedagogical abilities 	<ul style="list-style-type: none"> – Expertise – Professional trainer skills 	<ul style="list-style-type: none"> – Maintaining competence – Updating 	<ul style="list-style-type: none"> – Retraining – Consultant capacities
Student, pupil, trainer	<ul style="list-style-type: none"> – Open attitude to learning 	<ul style="list-style-type: none"> – Continuous learning ability 	<ul style="list-style-type: none"> – Pupil/student achievement 	<ul style="list-style-type: none"> – Performance improvement

Different views on the concept of quality in education

- Quality from a *didactic and/or pedagogical* point of view, with issues such as teaching and training effectiveness, appropriateness of flexible learning, and compensation programmes.
- Quality from a (macro)-*economic* point of view, with consideration of the return on investment of education and training (also by companies), and topics such as the effects and costs of class size.
- Quality from a *social or sociological* point of view, including issues like providing equal opportunities for disadvantaged groups.
- Quality from a *consumer* point of view, e.g. the capacity of schools or CET providers to respond to particular demands from clients (parents, employers, individuals) to deliver the education and training required.
- Quality from a *management* point of view, focussing on effective schools and TQM methods in education institutes.

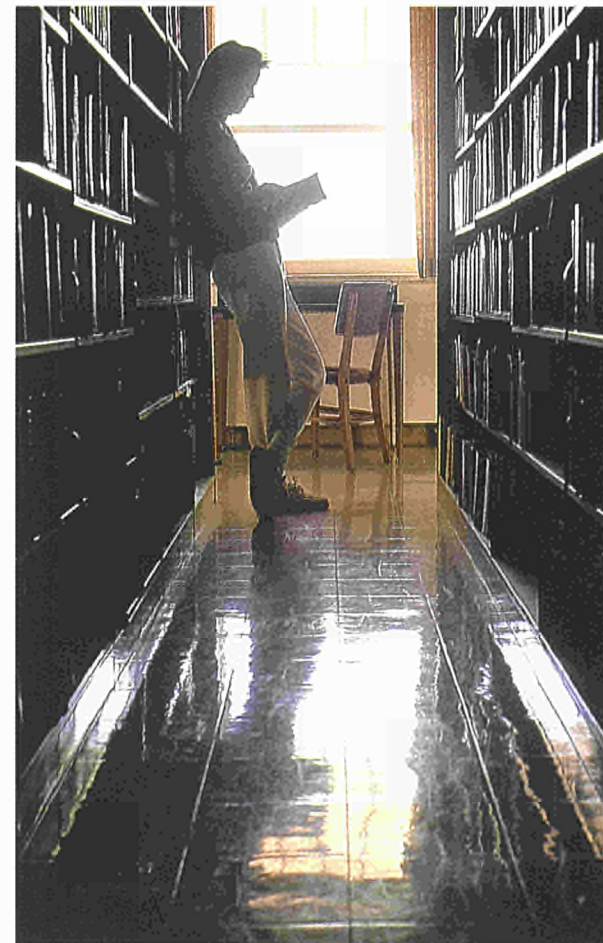
Traditional methods for quality control in education

Despite significant variations across Europe, both by country and type of education, typical characteristics of traditional quality control are:

- a highly *centralized* approach to the organization of the education system
- comprehensive legislation with *detailed prescriptions* regarding organization and course programmes
- clear rules for content and nature of *examinations*, which are sometimes organized and controlled nationwide
- a highly developed *inspectorate* with access to all schools, with the explicit task of inspecting and monitoring quality levels.

The Aquaforce initiative

This project arose from concern about the need to ensure, *across Europe*, the quality of advanced continuing education and training (CET) for engineers. Initial experience with the adoption of EN 29000 (ISO 9000) standards had proved to be partly impractical and expensive in manpower and resource terms. The purpose of Aquaforce was to define *practicable and affordable means of assessing the quality* of European providers in advanced CET for engineers. A consistent means of applying quality management concepts has been published, including a specific interpretation of EN 29001. The project focuses on the quality of the providers; the course quality is supposed to be a natural consequence. The specification was developed by an international team based on experience in several European countries.



SCHOOLING FOR GYPSIES

Originating no doubt in north-west India, speaking a language derived from popular languages close to Sanskrit, enriched by borrowings which retain the memories of their long itineraries, gypsies arrived in Western Europe, in several waves, in the 14th and 15th centuries.

In the meantime, they had crossed the Near East and lived in the Byzantine Empire. It was there that they received the name of 'Artsigani,' derived, according to legend, from a Greek word meaning 'untouchable.'

Whilst the group led by Duke André which arrived at the gates of Deventer in the Netherlands in 1420, and in January of the same year in Brussels, was comprised of some 100 persons and 40 horses, an estimated 7 to 8 million gypsies and travellers currently live in Europe, 2 million of them within the boundaries of the European Union.

Half Europe's gypsies are of school age. A recent survey carried out in the 12 EU countries has shown that:

- only 30 to 40% of the children attend school with any regularity;
- only a very small percentage get as far as secondary education, whilst adult illiteracy exceeds 50% and is as high as 80%, if not almost 100%, in certain regions.

Moreover, the survey revealed, educational results bore no relationship to the assumed duration of schooling. In other words, school was failing to play its role of providing gypsy children with adequate means of actively adapting to and integrating into their socio-cultural environment. This observation is, however, just the symptom of a much more complex situation.

Schooling for gypsies has become a fundamental issue. Nowadays, illiteracy is no longer a way for gypsy communities to protect themselves and to safeguard their way of life and their own specific culture. The changes taking place in today's world, in particular in the social and economic area, are forcing gypsy populations, if they wish to continue to live as such, to adapt actively. This means using tools which only schooling can provide.

Until recently, however, the relationship between academic success and social and economic success was by no means evident to young gypsies. Indeed, those who did undertake a relatively long and often painful educational process found themselves doubly marginalized: they had not followed the traditional, family-based learning patterns enabling them to insert, if they wished, into gypsy society and, at the same time, they faced rejection from 'gadje' society, which denied them the opportunity to make use of what they had learned in school.

All this makes it difficult to consider the schooling of gypsy children without at the same time examining the full range of social problems attached to the status of these populations and their specific cultures and languages. In the words of Tom Lee, secretary of a gypsy association in the United Kingdom, 'to discuss education before providing stopping places is like putting the cart before the

horse.'¹ At the same time, attempts to resolve the question of mandatory schooling by adopting approaches inspired, even very indirectly, by those of Maria-Theresa and Joseph II, with recalcitrant gypsy children led to school attached to a rope, can only increase the distrust, if not hostility, of these families, who continue to perceive school as an instrument of enforced assimilation.

By taking this context into account, the European Commission's policy in this area for the last dozen or so years marks a very real turning point. In 1986, the Commission published a summary report – *The Schooling of Gypsy and Travellers' Children*, and submitted to the Education Committee a guidance document proposing a whole series of actions to promote an educational policy which would respect gypsy cultures and ways of life. Based on this document, and after broad discussion and intensive consultation, including gypsy representatives, the Council and Ministers of Education adopted, a resolution concerning the schooling of gypsy and travellers' children on 22 May 1989. This key text constitutes a fundamental step forward for gypsy communities which, until very recently, have been the victims of persecutions and even genocide.

This document underlines the fact that gypsies' and travellers' language and culture "have, for more than half a millennium, been part of the Community's cultural and linguistic heritage" and proposes developing a "global and structural process" with four main focal points:

- organizing exchanges of views and experience (meetings of representatives of education ministries, gypsy experts, teachers, trainers and project managers; promoting exchanges of experience and teaching material);
- developing innovative projects (European networks of pilot projects such as secondary education, transition from school to working life, distance teaching, production of teaching materials, training of gypsy mediators, and starting up working groups on gypsy history and language);
- information and documentation (publications, publication of the quarterly *Interface* newsletter in several languages, development of a European documentary database in the educational area);
- coordination, evaluation, dissemination.

The strategy implemented by the Commission, in cooperation with Member States and other partners such as the Centre for Gypsy Research (University of Paris V), secures the coordination of existing activities and initiatives, promotes the launch of new and innovative projects, and at the same time permits a coherent series of initiatives to be developed as part of a global endeavour of cooperation and diversification.

In 1990, the European Parliament, which is very attentive to the development of Community policy in the domain of intercultural education, created a budget line for the implementation and development of these actions.

in Bucarest). The objectives of this innovative project, which may soon be enlarged to include other partners (Poland, Hungary) are:

- to set up a network of regional and local authorities which have major gypsy communities, and university structures active in the area of gypsy education;
- to develop educational activities and include them within the broader framework of tackling problems of socio-cultural exclusion;
- to sensitize and train elected representatives and local and regional government staff;
- to assist in developing, deepening and consolidating local authorities' social and educational policies, providing them with scientific support and technical assistance through partnerships with university structures.

Founded on accumulated experience at both Community and national levels, the new Socrates programme marks a further step forward in this area by including schooling for gypsy children within the perspective of inter-cultural education for all.

Given that most school systems continue to be dominated by a monocultural outlook, the intercultural education project seeks to:

- achieve the recognition, understanding and respect of different cultures in modern-day society;
- develop the communication capacities of and interaction between children from different cultural environments
- promote positive attitudes towards cultural diversity, not only at school but also within society at large,
- so as to order to foster a sense of tolerance and reduce the impact of socio-cultural factors on school failure. In this way all pupils, whatever their social, cultural, linguistic, ethnic or religious origins, should be able to benefit fully from education and training opportunities and to actively promote their own strategies of integration and adaptation within their socio-cultural environments.

Within the prospects opened up by this general concept, the schooling of gypsy children could become, not a process of assimilation, but an effective way for both gypsy children and their families to develop their own projects and their strategies for adapting to modern society. □

¹ Quoted by J-P Liègeois, *Roma, Tsiganes, Voyageurs*, Council of Europe, 1994.



Gypsies in the Commune Inter-regional cooperation project

The *Gypsies in the Commune* project, started at the Commission's initiative, brings together regional and local authorities, university departments and the European Union, together with Central and Eastern European countries. Project participants currently include three Greek municipalities (Eleftherio-Kordelio, Menemeni and Sofades), the Madrid regional government, two Romanian local authorities (the Prefecture of Costanta and the Region of Hunedoara), the University of Thessaloniki, the Universidad Complutense of Madrid, the Centre for Gypsy Research (University Paris V), and CRISS (Romanian Centre for Research and Social Intervention

First European Gypsy Congress

More than 250 gypsy delegates, representing some 7 million gypsies in Europe, met in Seville at the end of May for the first European Gypsy Congress. Claiming recognition as a European ethnic minority, they called on the European Union to amend the European Convention on Human Rights accordingly. The Congress also called on the Commission to set up a Centre for European Gypsies' Affairs in Seville, to discuss political, social and cultural problems with the European Union.



Photographs: Janine Wriedel

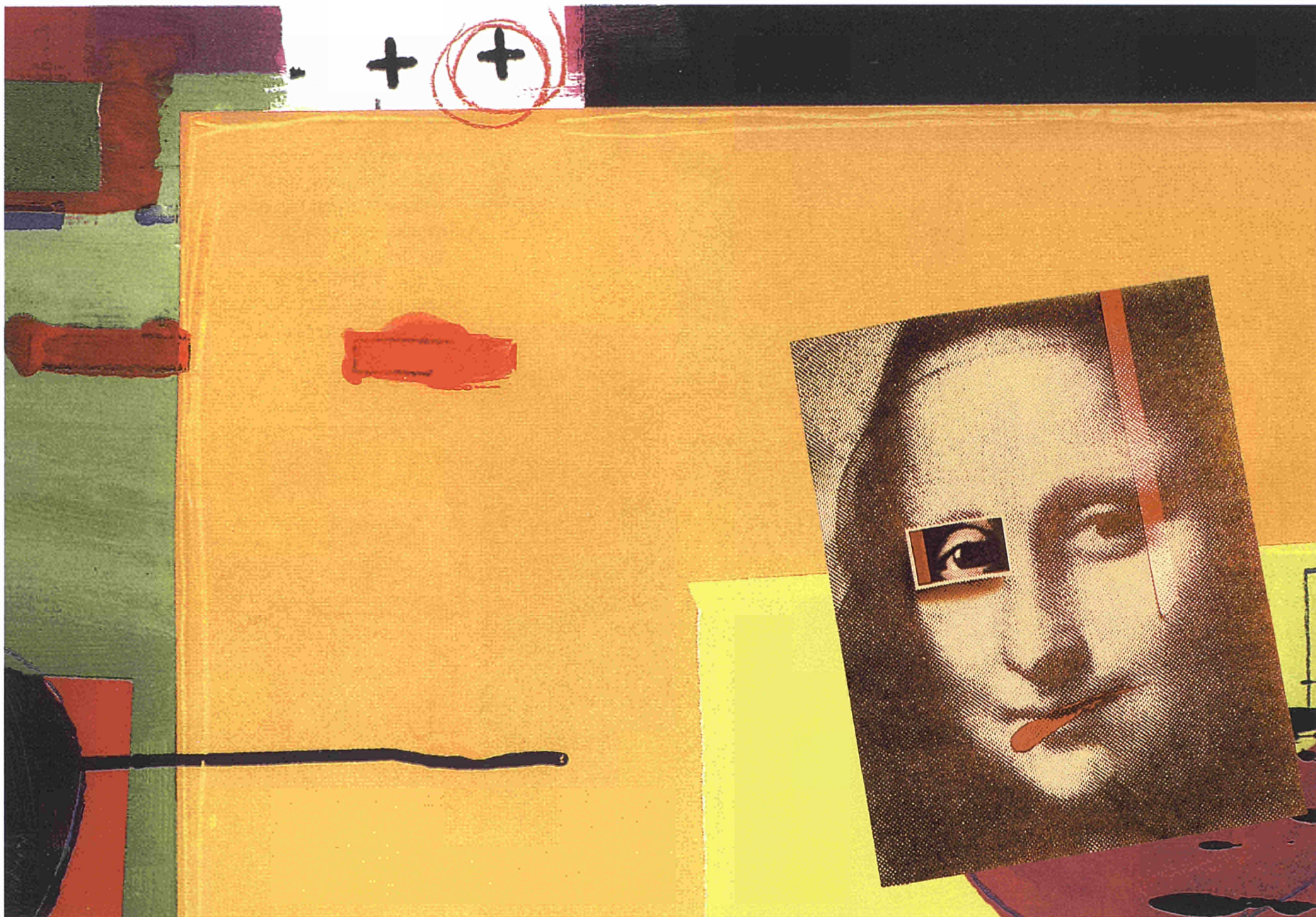


From the romantic imagery of the Romany lifestyle to the sober reality of everyday life, gypsy culture is remarkably rich, based on a myriad of customs and traditions gathered over half a millenium. The desperate conditions in which many of today's gypsies live accentuate their marginal position and their situation is becoming more insecure in several European countries.



There are over 7 million gypsies in Europe today – more than the population of several countries in the European Economic Area. Many have given up the nomadic lifestyle of their forefathers and settled for a sedentary way of living. This change has not undermined their distinctive culture or sense of identity and there are strong gypsy communities in all the Member States of the European Union. What will be their place in the Europe of tomorrow?





Arts and Minds

Exploring European cooperation in arts education and training

All art is quite useless." Oscar Wilde echoed the attitude towards art and artists born during the Romantic period of the 19th century. Art was considered as something of a luxury and artists were not seen to be integral to society, but detached from it, living in a world of their own where inspiration came freely and creativity naturally. Within this view, the role of education for the artist seemed secondary, almost superfluous, as if all art was a result of some kind of natural gift and inspiration of the artist.

This attitude was not at all prevalent before the 19th century. Artists' contributions to economic and intellectual life were considered to be of great value and the link to real life was evident and recognized. Art education was based very much on the exchange of experiences and ideas across Europe and this had a significant impact on the artists' work.

It has, however, remained the attitude of many people until today, and many governments and schools do not provide artists with the educational support systems they

need. Yet the idea of the artist being detached from society is no more a reality now than it was centuries ago. The arts continue to play a central role in our lives and they ensure a form of communication which knows no barriers and which is open to anybody wishing to explore different cultures and types of expression. They vividly demonstrate the power of music, painting, drama or any other art form to overcome language differences and social, economic and political diversity. Art is at once the simplest and most complex way of connecting with others. Modern communication systems moreover ensure that large geographical distances do not prevent one culture from appreciating another. Also, millions of people are employed in the arts, generating economic activity of prime importance and acting as an essential element of cohesion for our societies.

Despite this, there has not been any real transnational cooperation or appreciation of art education in Europe. The Commission undertook to examine why this should be so in the face of the important and dynamic achievements of the art world. An analysis of existing pro-

grammes confirmed that there was a lack of arts education and training institutes participating in existing Community programmes. An investigation as to why this should be so concluded that the eligibility criteria excluded a large number of institutes and that the sometimes unconventional study periods created problems of mutual recognition. Additionally, the very diversity of education and training in the arts across the Member States presents a block to the mobility of arts students.

The Commission is responding to these conclusions by launching the Arts Education and Training Initiative (AETI). The primary aim of this initiative, launched earlier this year, is to stimulate cooperation through diversity to create a framework within which the exchange of ideas, practices and experiences between a whole range of artistic education and training institutes can take place.

The approach is twofold – conceptual and practical. On a conceptual level, the aim is to explore how this can best be achieved through discussions with artists themselves and experts in art education, reflecting with them upon the present situation, identifying the needs in this

particular field of education and training and developing a set of concrete proposals for future action and networks. This will also entail an examination of how to improve the circulation and dissemination of information, not only between education and training institutes but also on a more general level, so that scientists, historians, economists and politicians across Europe are also kept culturally aware.

Complementary to this is the funding of innovative demonstration projects and the creation of a database of addresses of art education and training institutes across the European Union.

The Task Force has taken a discipline-by-discipline approach to its work on the initiative and six different working groups have been established as a result. These are fine arts (including painting, sculpture and architecture), theatre, music, dance, design (including furniture, fashion and jewellery design) and audiovisual. Each group is steered by a core group comprised of a rapporteur and several resource persons. The role of the rapporteur is to coordinate the work of the group as a whole under the auspices of the Commission and ensure close contact with the other disciplines. The resource persons assist him in this task. The members of the working groups represent a range of educational and artistic institutes in all the Member States.

A separate group of experts was invited to explore the socio-economic issues linked to arts education and training. Besides working together, each member of this group has been designated to one of the discipline working groups so that the importance of this question is fully recognized and included in the work of the group. They too will produce a paper on the particular problems in this field and suggest further paths to be followed.

The full working groups met for the first time during a recent working conference in Athens.

The role of the conference held on 15-16 April at the Athens Concert Hall was to acquaint the working groups with the AETI, to advise the Task Force on project selections and to start discussions on the recommendations to be presented at the end of the year. It was, of course, also an occasion for the working groups to get to know one another. Two days of hard work yielded very interesting and successful results.

In January, the Task Force had issued a call for projects to over 1,300 art education institutes throughout the European Union. The call was for the submission of interesting, transnational demonstration projects with an innovative approach to arts education and training in order to enhance the quality and quantity of European cooperation between art schools as well as between the different disciplines. The successful projects would receive a small sum to demonstrate the experiences of the institute through master classes, reports, joint exhibitions, etc. Over 280 projects were submitted in the six different disciplines, including several interdisciplinary ones. Music, fine arts and design proved the most popular subjects, while the United Kingdom and the Netherlands submitted the most projects.

In Athens, the Task Force representatives called upon its groups of experts to assist them in the selection of successful projects. Of the 283 submitted about 50 will receive funding.¹ The working groups followed a set of criteria drawn up within the Commission covering the artistic and academic value of the project, the consideration of socio-economic issues and degree of organization envisaged. A pre-selection by the core groups narrowed the number of projects down to the good and very good candidates to be discussed by the working groups in their entirety.

The discussions, although heated in some cases due to the chequered make-up of the groups, gave extremely positive results. They identified the most promising projects and compiled a list of those they thought should be considered for funding by the Commission. The institutes which submitted unsuccessful projects will receive an acknowledgement letter and an explanation as to why in particular their project was not considered suitable for funding. The grants will amount to no more than Ecu 10,000 which should be used specifically for the dissemination of information and sharing or demonstration of experiences. A project directory with a brief description of each entry will be available later.

Two more stages will complete the whole process of this round of projects. Firstly, efficient monitoring must be ensured. The core groups are responsible for arranging the monitoring of the activities which will all take place

between June and September this year. The monitoring of projects will involve close contact with the project leaders and visits to observe the actual running of the projects. The resulting comments can be incorporated into the final phase which is the evaluation of the projects, based on the final report presented by the project leader. The project evaluations will be exceptionally valuable to the perspectives of the AETI as they will contribute to the shaping of future actions.

Initial thoughts on the perspectives for the future were also exchanged at the Athens conference. All participants agreed that the AETI was an important step in the right direction for arts education and training and that it answered the need for some kind of central coordination that would identify the needs of institutes across Europe and lead to closer cooperation between them. Furthermore, they felt that it offered a platform to raise the profile of arts education which has suffered in recent years due to financial cutbacks and concentration on other areas. Differences arose between classicists and more progressive thinkers as to the direction the future of arts education and training should take at European level. Notably, in music, there was a sharp contrast in the approach of representatives from conservatories and of those from newly established schools exploring modern popular music. Concern rose in the audiovisual group regarding the use of new technologies and how they could be further exploited to improve not only audiovisual techniques but many other aspects of learning as well.

The tentative suggestions proposed at the conference will be integrated into the final report of the working groups to be presented to the Commission. As mentioned earlier, the results of the demonstration projects will also be taken into account. A further working conference is envisaged so that the working groups can meet again to discuss the evaluation of projects and to formulate the final recommendations for future action.

Much remains to be done in the field of arts education and training. The situation will not change overnight and there is a lot to be done in little time – "Art is long and Time is fleeting" (Longfellow) – but there is certainly a strong will for European cooperation and exchange to become the rule rather than the exception. The AETI has already achieved a great deal in its short life and by the end of the first phase a sound model for future implementation will have been created. Numerous differences have still to be overcome and there are still many tasks to be completed, but these enrich discussions and can lead to valuable conclusions. In the meantime, whilst looking to the future, let us hope as did Alexander Pope that art will continue to make men happy and keep them so. □

¹ A short description of each of the projects selected is available from the Task Force in the form of a directory.



Photograph John Walmsley

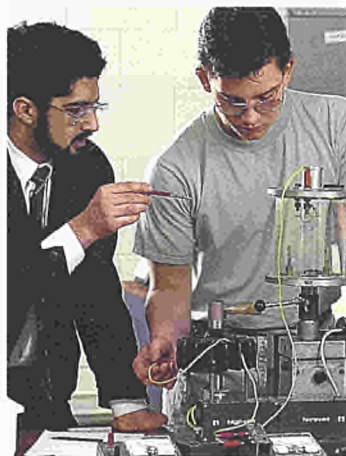
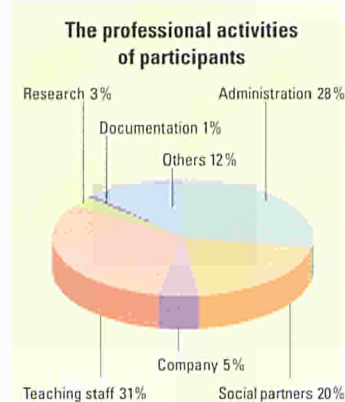


Since 1985 more than 2,000 vocational training specialists have benefited from the study visits programme organized and managed by Cedefop (The European Centre for the Development of Vocational Training). This programme aims to promote the exchange of experience and information between training experts in the 12 Member States. Each visit, lasting five working days, takes place in a Member State. It covers a particular topic related to training and brings together 10 specialists of different nationalities. The participants come from various fields of professional activity (trade union and employer organizations, private companies, public administrations, training centres . . .) and about one third of them are involved in the Community action programmes Eurotecnet, Force and Petra.

Targeted visits

Participants in the study visits are chosen on the basis of their professional responsibilities and the opportunities they have to disseminate the information they gather during their visit. They are also put into groups on the basis of their interest in a particular topic (young people, adults, new technologies), their language abilities and, as far as possible, their preferred country. Each group should have a common language which should preferably be that of the host country. Following the constitution of the groups, the study visit topics are defined in detail (for example: access to training for disadvan-

taged young people; continuing training in SMEs; the analysis of needs for key qualifications). During their stay, participants have the opportunity to meet officials, representatives from both sides of business and industry, trainers and sometimes researchers in the field of vocational training who can give a presentation of their project on site (in the company or the training centre, for example).



A human network for disseminating information

Prior to departure, each participant receives an information dossier on the visit prepared by study visits service. It contains current data, recent developments and research, and covers issues pertaining to vocational training structures. The participants also receive a grant to cover the larger part of expenses for transport and stay in the country. The study visits enable experts of different nationalities to discuss with other partners in the country, with help from a tutor who accompanies them and makes contacts.

Results

Although five days is not much, these visits are a unique opportunity to exchange information. By developing a concerted approach to vocational training issues in Europe, they are useful in boosting awareness of developments in other countries, and in forging links which may result in joint ventures and in Community action programmes.

In each Member State a national liaison officer coordinates activities, organizing the visits to it and selecting the national candidates to participate in visits. The Cedefop budget for the study visits programme amounts to almost Ecu 1 million annually, to which the Member States add a contribution equivalent to their Cedefop allocation.



Leaving school: at what age?

In some countries, the duration of compulsory education has not been reviewed for over 20 years. Other countries have reviewed their legislation on this point recently. Generally, the trend of proposed amendments is towards extending the period of compulsory education, even if the underlying motivations are not always the same. Some would like to lower the age for starting school while others would like to raise the school leaving age.

ITALY

A 20-year debate

In Italy, where the period of compulsory education is the shortest in the European Union, several proposals to reform the law have been drafted and presented to parliament since 1970 without coming to fruition. The issue of extending the period of compulsory education in the Italian education system forms part of a wider political discussion on reforming the system of upper secondary education, which is a recurrent issue in the parliament's proceedings. As early as 1985, a proposal to reform upper secondary education, including a proposal to extend the period of compulsory education from 8 to 10 years, was approved by the Senate but not by the Chamber of Deputies.

In the years which followed, the reform debate was carried on without really taking into account the text drafted in 1985. The new bills focused on raising the school leaving age and, above all, on defining the curriculum for the two additional compulsory years. In 1988, the legislative proposals of the various political parties all included extending compulsory education to 10 years, but differed nevertheless as to how this would be implemented in terms of organization of courses. In 1990, the Brocca Commission submitted a proposal for the complete reform of upper secondary education. This proposal was an attempt to overcome the traditional divide between humanities, sciences, technology and vocational education. Its aim was to provide a solid general educational foundation divided between two years of compulsory general education and three years of greater specialization.

At the same time, ministerial initiatives were pursued and the most important bill was submitted in July 1990 by Senator Mezzapesa. This bill can be seen as an attempt to bring together the various reform proposals that had been accumulated over the preceding 10 years. The main thrust of this bill was to forge a link between the two training

sectors in upper secondary education, the *liceo* and vocational training. The bill sought not only to establish a common curriculum for the two areas of training but also to extend the period of compulsory education, with provisions for avoiding early school leaving and a structure of complementary training for the two post-secondary years of advanced vocational training. The bill failed in January 1992, at the end of the 10th *legislatura* (5 year term between elections, as determined by the Italian Constitution). Four reform bills were subsequently submitted to the Senate. They all provided for the extension of compulsory education to 10 years, but with different patterns of curricular organization. These proposals constituted the starting point for the discussions which took place in the seventh Senate Education Committee, in which the government regularly took part. The work of this committee forms the basis for a single legislative text approved by the Senate in September 1993, recording the convergence of the main political parties on the contents of this particular reform. Unfortunately the reform has once again come to a standstill with the dissolution of parliament following the premature end of the 11th *legislatura*.

SPAIN

Progressive implementation

The reform of the education system voted in 1990 (LOGSE) has led to an extension of the statutory period of compulsory education from 8 to 10 years. This measure is in response not only to the Spanish concern to come into line with the majority of other countries, but also to the need to ensure a full basic education for all its citizens.

Lengthening the period of compulsory education also enables the minimum school leaving age to be brought into line with the minimum age for starting work. This measure thus removes the two-year gap which faced young people who left school at 14. The aim is also to solve the problem of school failure and drop-out during adolescence. The LOGSE includes in particular important measures to reform teaching methods and curricular content. At the same time, it aims to avoid having pupils opt too early for the various academic subjects or vocational training options, as happened frequently under the old system.

The new law is still in its early stages and only those children who started school after the date of its initial implementation will benefit from it.

Continuing training: social dialogue support system

Differences in labour costs, interest rates and other aspects of the business environment have been gradually reduced across the European Union in the last five years. One area in which diversity has shown a marked increase is continuing training, due to the introduction of many new schemes by employers and workforce organizations at trade union branch level or in collective bargaining processes.

At the Commission's initiative, a 'social dialogue support system' is now providing new input to the discussion on vocational training between representatives of employers and trade unions at European level.

The system has been set up to examine some of the most promising and innovative prac-

tices involving both sides of industry in the development of continuing training, linked to priority themes such as: the planning of training in companies, training in new forms of work organization, training for small and medium-sized enterprises, company youth training schemes, the allocation of resources and individual needs.

Five experts nominated by UNICE (representing private sector employers), CEEP (public sector) and the ETUC (trade unions) are carrying out the work, directed by these three 'social dialogue' organizations in each step of construction of the support system.

Case studies have been drawn up to illustrate the priority themes, constituting a base for a European platform of infor-

mation and analytical material for further discussion by the social partners.

A compendium of these cases and themes has been produced, showing the diversity of the different kinds of debate on continuing training and the different levels on which it is held. The first results of the support system initiative will be the subject of a seminar in Brussels in October, which will be attended by around 150 national delegates from both sides of industry.

The work accomplished so far this year confirms that this original approach, based on specific expertise in the field, is well designed to provide fresh impetus to discussion on the key issues of continuing training at European level.

The problem of truancy

THE NETHERLANDS

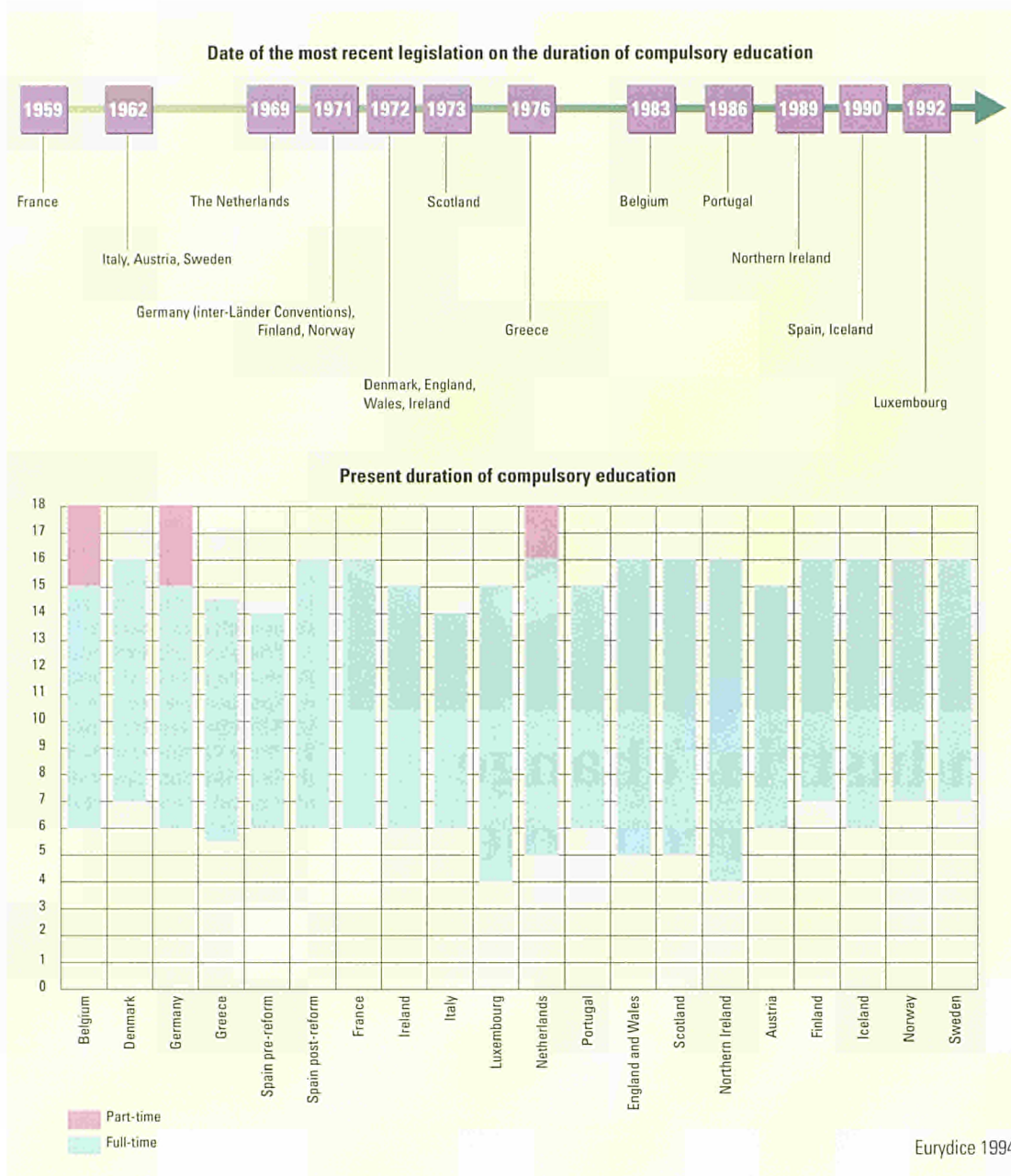
The duration of compulsory education is not currently a subject of discussion, the Netherlands having the longest period of compulsory schooling in the European Union. On the other hand, the problem of truancy among pupils is acute, and some amendments to the law on compulsory school attendance have recently been approved by the parliament (February 1994). The principal changes relate to liability in cases of truancy from school. Any pupil from the age of 12 who is absent from school without just cause can be punished by the imposition of a fine, or even imprisonment. Hitherto, only the pupil's parents have been liable to a penalty in such cases. In an effort to monitor the situation more effectively with regard to pupils, the new law requires schools to inform the local authorities of any pupil absences that exceed one-eighth of school time over a four-week period.

With regard to full-time school attendance (at present compulsory up to the age of 16), amendments in the law provide opportunities for pupils aged 14 who are recognized as incapable of following full-time education to take a modified curriculum which combines elements of theoretical and practical training. This particular measure must be implemented with the agreement of the local authorities.

BELGIUM

The problems of truancy and violence in secondary education are also matters of concern in Belgium's linguistic communities. Compulsory education was discussed in 1993, particularly in the French Community where many proposals were put forward by the then education minister, E. Di Rupo, who wanted to change the period from ages 6 to 18 to ages 4 to 16 so as to avoid the deterioration of the educational climate in the technical and vocational secondary schools worst affected. However, responsibility for determining the duration of schooling rests with the Federal Government, and this proposal was not approved.

Flemish education minister L. Van Den Bossche thinks other measures should be taken. In his view, the danger of lowering the age at which compulsory education ends from 18 to 16 is that young people from disadvantaged backgrounds will enter a labour market with few real job opportunities for them. The new education minister for the French Community, P. Mahoux, has commissioned a study by a multi-disciplinary inter-university team to assess the likely effects of extending the period of compulsory schooling to 18.



Starting school earlier

LUXEMBOURG

In September 1992, by Grand-Ducal Regulation, the education ministry made attendance at nursery school compulsory for children who reach the age of 4 before 1 September and who are not yet subject to compulsory school attendance. The local authority will give the area social worker the names and addresses of all persons having the charge of a child liable to nursery school attendance and who have not complied with the enrolment requirements. The social workers will contact the parents or guardians to establish the reasons for the children's absence and insist on compliance with the law.

Compulsory nursery school attendance from the age of 4 has been introduced to contribute further to the social, linguistic and educational integration of children, and, more particularly, for the many children of migrants, especially from Portugal.

This period of compulsory school attendance is not to be confused with actual education which starts at age 6, in as far as there is no legal sanction when

a child does not attend pre-school classes.

NORWAY

Compulsory education starts at the age of 7 and lasts for nine years. As of this year, all young people are entitled to three additional years of upper secondary education.

In June 1993, the parliament decided to bring forward the start of compulsory schooling for children to the year of their sixth birthday. This measure will come into effect from the 1997/98 academic year. At the same time, the government introduced a bill extending compulsory schooling to 10 years instead of the present nine. Parliament will take a decision on the matter in May 1994.

The main aim of Norwegian education policy is to give the same educational opportunities to all children, regardless of their social, ethnic, economic or geographical origins. At the same time, there is a broad consensus on the importance of education appropriate to the child's individual abilities.

At present, 90% of 6-year-olds attend some form of voluntary

educational programme, either at school or in a child care establishment. The programmes are organized differently in terms of content and duration, and they are financed in part by the parents.

Compulsory education for 6-year-olds, financed only by the public authorities, will reach everyone with the same educational package. The aim is to reduce the differences in children's learning abilities which arise from the influence of their social environment and the economic situation of the family. It is considered important to bring all children from immigrant families into a Norwegian-language environment one year earlier. A new national curriculum will be developed with a view to setting out recommendations for activities to be adapted for children of this age, and to ensure an educational environment centred on learning through play.

SWEDEN

Since 1991, all children have had the right to attend school from the age of 6, if the parents so wish and if the local authority has the appropriate facilities. From 1997

these facilities should be provided in all local authority areas. This reform has posed the problem of defining what sort of curriculum is appropriate for this age range. The government has approved a new curriculum for the school system as a whole.

These measures have rekindled the controversy over the duration of compulsory education. A government commission set up to consider the consequences of extending compulsory schooling to 10 years has just presented its report. Several possible scenarios are envisaged.

In essence, it presents the alternatives in terms of either making education compulsory from age 6 and/or raising the compulsory school leaving age by one year.

These proposals raise questions concerning the organization of the pre-school curriculum at age 6, teacher training, and the legal aspects and financial costs which these possible changes will entail.

Whatever decision parliament takes, no significant changes will into effect before the end of the century.

A more flexible school starting age

FINLAND

The rigidity of the fixed age for starting school, currently set at 7, has been the topic of much debate. The government has recently decided to make it possible for any child to start compulsory education at age 6 or 7 if the parents so wish. This decision, which is planned to come into effect in autumn 1995, does not entail any change in the

duration of compulsory education, which remains fixed at nine years. The aim is to ensure sufficient flexibility to allow children to start school at the age best suited to their individual pace of development.



The European training market is changing

Force is a programme about companies and social partners and their training needs. Their ability to identify and then to answer these needs usually depends on a partnership with learning experts and training providers. As more and more large companies scale down their internal training departments, and as many small companies begin to include training in their business plans for the first time, an increasing number are looking for business relationships with universities.

The growing evidence from Force projects is showing both companies and universities and UETPs (University Enterprise Training Partnerships) changing their relationships with each other and creating new kinds of partnerships.

The significant feature of these partnerships is that it is the companies who are in the lead, usually the project contractors.

Universities and UETPs play or have played a significant role in more than half the 720 projects financed through Force in its three calls for projects in 1991, 1992 and 1993. This is largely an expert role in the analysis of training needs and the production of training materials.

The Force Decision and Vademecum made it clear that universities and UETPs were eligible to be contractants, coordinators or partners in projects, but that at the same time these projects should reflect the needs of companies and of employees. This has been interpreted to mean that projects should be led by companies, groups of companies, sectoral organizations, trade unions or social partners wherever possible. On the other hand, it has been recognized that relationships between universities and companies differ from one Member State to another, and that in some of them partner-

ships are so well established that it is possible to be confident that even if they are led by universities, they represent a direct expression of the training needs of the companies involved.

Amongst the 6,011 partners within these projects, universities and UETPs appear 310 times as partners, in addition to the 42 which are contractors and 64 which are coordinators – 416 times in all. These figures include some universities which appear in more than one project and on many occasions they include the involvement of more than one faculty or department of the same university. There are also a few partnerships in which the same university or UETP is both contractor and coordinator.

The total numbers of individual universities (including third level colleges) and UETPs involved in Force projects from each Member State demonstrate both significant differences in the roles which universities and UETPs are playing in continuing training in different countries and also, in countries where their participation is most noticeable, a marked difference as between the UK, which has the largest university involvement but only one UETP in the programme, and France, Spain, Italy, Portugal and Ireland, where the UETP involvement is at a much higher level.

The fact that the vast majority of universities or UETPs have become involved either as coordinators or as partners, and not as contractants, clearly reflects the Force emphasis on projects being driven by the needs of companies and workers themselves, not by the research interests or expertise of training researchers or providers.

Where universities or UETPs have become involved as partners, it is clear that their role has almost invariably been to bring specific expertise to the

development of the work of projects and not, as is often the case with companies, trade unions and sectoral bodies, to act as disseminators of the work of others.

It is striking to notice that whereas the overall involvement of universities in Force has been significant, UETPs have played less of a role than might have been expected. Given the very strong overall demand from virtually every Member State it is important to understand why this is; whatever the reasons, it is quite clear that UETPs have not been widely regarded by companies as their natural partners or interlocutors in continuing training either at national or at international level.

It is also interesting to note that universities and UETPs have made contributions both to the more academic processes involved in the analysis of training and skill needs, and to the activities inherent in the production of training plans and specific products; in projects financed in 1993, twice as many of the partnerships in which universities or UETPs were contractors or coordinators were pilot projects, producing training materials, as were qualification projects, concerned with analysis of training and skills needs.

The success of future developments in continuing training will depend in some regions to a very considerable extent on the capacity of universities to play a resourcing role in collaboration with companies and unions. Many Force partnerships have begun to demonstrate how that role can develop, with companies and unions setting the agenda, and universities among the providers of expertise and resources.

Industrial change spurs Force projects

Industrial change – its extent and its speed – is the most powerful underlying theme of the work of Force's 720 projects and 6,000 partners.

In 1993, a specific call for projects focused on industrial change produced 592 applications, of which 165 were financed. But one of the strengths of the Force approach to project selection has been that its very openness has encouraged European companies, social partners and their training collaborators to use the programme as a means of exploring their continuing training needs in relation to the broad range of industrial changes affecting them, and also to use different kinds of working partnerships to design and provide their training response.

In the end almost all Force projects justify and plan their work by reference to industrial changes affecting them. Most commonly:

- technological changes or process changes affecting both manufacturing and services (including office technology);
- market changes;
- new regulations;
- changes in the structure of the workforce, and in the structure of jobs;
- the pressures of international competition.

Force promoters have responded to these kinds of pressures in a wide variety of ways:

- regional partnerships involving large companies, SMEs, social partners, municipalities, and professional and training associations;
- projects involving and linking peripheral regions, especially those suffering relatively high rates of unemployment;

- projects concerned with improving women's access to training;
- projects focused on the development of the single European market.

They have also, logically enough, found themselves tackling a number of themes which appear and re-appear in a number of projects:

- total quality, quality control and quality assurance, relating both to products and to services;
- middle management training, above all in SMEs and in sectors where the most change is taking place;
- training of poorly-qualified workers, workers in SMEs, women, marginalized and migrant workers.

A number of other new themes such as stress management and network management have also been thrown up, reflecting the intensity of the demands for change which are being made on the majority of companies coming to terms with the new European marketplace, and with its place in the world market.

It is particularly interesting to note that there has been growth in the take-up of projects investigating skills and training needs, there has been an increase in the diversity of partnerships and in the numbers of partnerships with combinations of companies of different sizes, and of union and employer organizations, local authorities and training organizations. There are more partnerships with a strong regional or local dimension and many of the sectoral partnerships established in the early years of the programme have taken on a more permanent dimension.

The pattern of university and UETP involvement over the three calls for projects has developed as follows:

Projects accepted					
UETPs			Universities		
Contractors	Coordinators	Partners	Contractors	Coordinators	Partners
1991					
2	0	24	8	13	54
1992					
5	6	39	7	19	96
1993 A					
2	4	15	9	9	56
1993 B					
1	0	5	6	11	21
Totals					
10	10	83	30	52	227

	Universities	UETPs
Belgium	10	4
Germany	20	5
Denmark	2	0
Spain	15	10
France	25	10
Greece	17	2
Italy	9	8
Ireland	12	10
Luxembourg	0	0
Netherlands	8	3
Portugal	10	9
UK	49	1
TOTAL	177	62

European automobile industry: new continuing training network

Following the success of the 1993 targeted call for projects on the automobile sales and repair sector, and the wide range of automotive projects which have been accepted by Force since 1991, the Commission is proposing to establish a transnational automotive network within the framework of Force.

Its purpose will be to ensure a wider and more effective dissemination of existing vocational training programmes and to prepare new transnational projects.

This will be developed in close concertation with representatives of the automobile industry (ACEA - Association of European Automobile Manufacturers, PSA and CLEPA - Comité de Liaison des Fabricants d'Équipements et des Pièces d'Automobile), but it will neither be an exclusive nor sector-specific network. This approach reflects the multi-sector nature of the automotive industry and its avant-garde character in introducing industrial change.

This is completely in line with Force aims and is also a part of the Commission's response to the Council Resolution on the European motor vehicle industry of June 1992. The resolution acknowledges that, given the contribution of the industry to the GDP of nearly all EU countries, it is the European Union's role to provide a business environment conducive to smooth adjustment in applying horizontal policy measures, such as its research and development policy and measures in the field of training and retraining.

The network will initially entail a two-step approach.

1. The first step will be concerned with the development of potential project routes covering newly emerging problem areas in the following fields:

- implementation of new working structures (production, administration and R&D);
- new learning methods on the job (self-qualification);

- implementation of continuous improvement processes;

- vocational training and retraining at shop floor/production line level;

- development of cross-cultural management training and increasing of language programmes;

- cooperation between manufacturers and equipment suppliers in training.

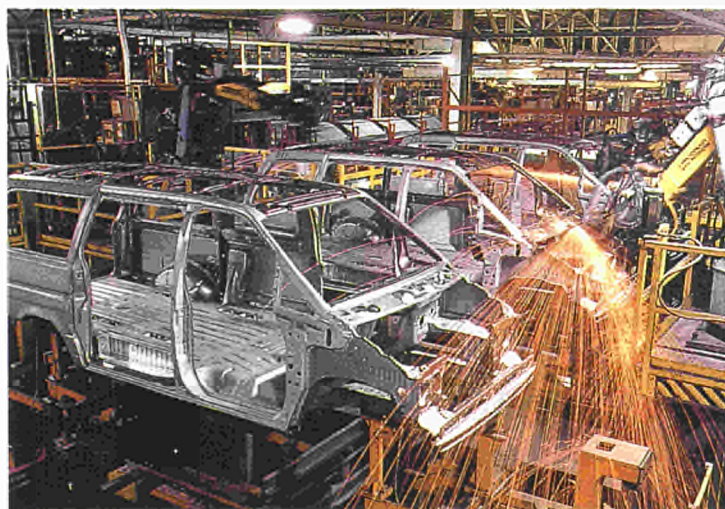
Expert organizations will be contracted to produce plans for the development of new projects in these areas. They will liaise closely with industry to ensure that the work is close to current needs. They will also assess to what extent currently funded projects provide relevant solutions to the identified problem areas. The Task Force is open to nominations for the expert organizations to be involved and the European technical coordinator to be chosen. A detailed list of tasks will be drawn up in order to clarify the expected output.

2. In a second phase the Commission will set up an expert advisory group to review the work of the expert organizations.

- The group will have no more than 12 members, with one third coming from the automobile industry and one third from the Force project network. The rest will be nominated according to an as yet undefined procedure to ensure the multi-sectoral nature of the group.

- The network will be run as leanly as possible, that is to say with minimum bureaucracy and wastage. The work will be based on the partnership approach of the Force programme, namely between companies, experts, the social partners and Member States. This will ensure that projects will be designed to have an enduring impact on European industry.

F ■ R C E
FORCE FOR THE EUROPEAN COMMUNITY



Youth for Europe

Vote Europe campaign

In the run-up to the European elections, and as part of a joint Vote Europe campaign with the Youth Forum, the music television channel MTV broadcast 30-second television slots several times a day over 10 weeks, entitled "Tell them what you think." The aim has been to encourage young Europeans to use their vote. A series of special Monday news reports on Europe was also launched.

In parallel to this, the Youth Forum has published its manifesto for the European elections, *Here's what we think...* The manifesto looks at the situation of young people and youth organizations in the European Union in the context of the elections. It calls for structural and financial means to be made available to develop real policies for young people.

The manifesto also set out nine 'demands' which the Youth Forum would like to see met by the newly-elected European Parliament before the year 2000. These include the production of a White Paper on youth policy, regular meetings of the Council

of Ministers responsible for youth, and the participation of young people in all bodies monitoring or managing EU youth programmes.

Speaking at the press launch, Youth Forum President Ricard

pean Union to vote is a vital element if we are to have a common future."

In the same series as the manifesto, the Youth Forum is publishing two other documents: *This is what they think*, 10 youth



Torrell announced: "This manifesto is just the beginning of the Youth Forum's awareness-raising activities around the elections. We encourage all forms of participation in democratic and civil life and obviously encouraging young citizens of the new Euro-

pean Union to vote is a vital element if we are to have a common future."

Further information can be obtained from Mary Creagh at the Youth Forum, 120 Rue Joseph II, B-1040 Brussels.

Iceland to host Youth for Europe seminar

During the second phase of the Youth for Europe programme, funding has been available on an experimental basis for transnational projects which enable young people to take part in voluntary service activities in another Member State or, as from 1994, when Youth for Europe expanded to include the EFTA-EEA countries, in another country participating in the programme.

By providing support to these voluntary service activities

under Youth for Europe, both the Commission and the Member States had a first opportunity to try out this type of activity in a Community context, to determine whether it was desirable and whether supplementary measures were required at national or Community levels.

With a view to answering some of the above questions and preparing for the third phase of the Youth for Europe programme, representatives of the national agencies will meet in

Reykjavik on 25-29 June at a seminar on voluntary service activities. Representatives of the Youth Forum and various European youth organizations will also attend.

The seminar will provide an opportunity for the Icelandic national agency to introduce colleagues to youth work and youth work structures in Iceland in the same way as the other EFTA-EEA countries have done in the course of previous study visits.

Cooperation between the European Community and the Council of Europe

Following the conference of ministers for youth in Vienna and the Vienna Declaration, which refers to cooperation between the European Community and the Council of Europe, Commissioner Antonio Ruberti and Catherine Lalumière, Secretary-General of the Council of Europe in Strasbourg, have agreed to pursue contacts to further cooperation in education and youth.

In the education sector, a joint high-level interservices meeting was held at the end of last year and a joint document was agreed in order to further clarify cooperation between the EC and the Council of Europe, particularly in the fields of languages, research in education and higher education.

As regards youth, a meeting was held in Brussels on 8 April between the officials responsible for youth from the Council of Europe and from the Commission. They discussed future cooperation between the two institutions as well as the areas to be covered by such cooperation. Two further meetings are scheduled and the discussions should be finalized by mid-1994.

European Youth Card

The Commission was represented as an observer at the last meeting of the Board of Coordination of the Partial Agreement of the Youth Card held in Strasbourg on 12 March.

Efforts are being made to develop a European youth card which is more of a service card for young people, and to move away from the previous commercial emphasis.

The coordination board is currently negotiating, and has in some cases already reached, agreements with various organizations to give holders access to advisory and counselling services, and to reduced transport fares.

The board is also active on other fronts with the overall objective of improving the youth card and turning it into an instrument to promote youth mobility.

Getting the message across

The priority for the remaining months of the Petra programme is to promote the good practice and approaches already developed, so that interested individuals and institutions can benefit from those projects which have been able to take part in Petra. The programme must leave a broad legacy for exploitation in the future development of Leonardo and by the future operators of Petra-type activities within it.

Given this priority, the Commission has established an ambitious dissemination plan for the programme, in conjunction with the Member States and their Petra national coordination units (NCUs). At Community

level, a series of publications will be produced, in active cooperation with the NCUs, to highlight significant developments in policy and practice. At national level, each Member State has set up its own dissemination plan and these plans include many different approaches to reaching interested target groups. In addition to publications, the methods to be used include conferences, exhibitions, press briefings for specialized journalists, mobility weeks in regional youth information centres and even Petra television programmes. But it is the message not the medium which is vital, so it is important to look at some of the key messages to be transmitted.

Don't re-invent the wheel

Since 1988, 736 projects have been admitted to Petra's European Network of Training Partnerships. The vast majority have worked for three years, some for two years, with partners in other Member States to develop new transnational approaches to initial vocational training. Considerable knowledge and expertise has been acquired, particularly in the development of new training modules and in the training of trainers, both of which have been specific objectives of the network for the last three years. Now, the task is to make this knowledge and expertise available to others who may be involved in similar partnerships in the future, so that they can learn and progress from achievements to date.

NCUs in every Member State will organize events to explain how their projects have developed their partnerships, and to demonstrate the range of training materials, modules, and methods of certification and evaluation produced. "We also want to involve the ministries responsible for initial vocational training in the recognition, validation

and dissemination of Petra's results," explains Porfirio da Silva from the Portuguese NCU. "This will help them gain first-hand knowledge of these results and to assess their potential use in the development of our national training systems." In Portugal, a Teaching Materials Fair has been planned for the end of June alongside production of a supporting catalogue of materials. The NCU will also work with Petra projects to write and publish two guides, one on placements and another with information and advice on finding and working with partners in other Member States.

At Community level, the same approach is being followed. To help future operators create and maintain effective transnational partners, a training package on managing partnerships is being developed. Then, to make sure that the specific products produced in the course of the programme are as accessible as possible, a Petra compendium will be published. This will list every Petra operator and, as far as the network is concerned, an entry for each partnership will

provide details of all publications, materials and audio-visual aids which have been produced and how to acquire them.

It is hoped that, as a result of this work, future transnational training partnerships will have a firmer foundation on which to build and extend their cooperation.



Young trainees from Dublin gain a first-hand experience of the catering sector in France

Petra

Mobility barriers persist

Fig 1 – Participants in Petra placements (%)

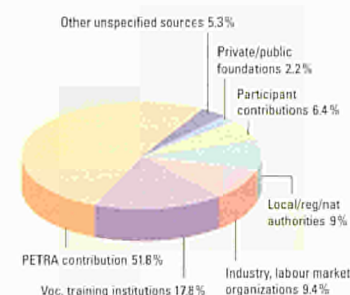


Despite the freedom of mobility achieved through the completion of the single European market, certain groups of people still face significant practical difficulties when travelling to another Member State for a training or work experience placement. This is the main conclusion of a Petra study which set out to review all aspects of national legislation or practice which present obstacles to the participation of young people in transnational placements.

Three main groups were identified; people in non-remunerated placements in a workplace abroad face specific problems in the application of national regulations concerning health, safety and insurance and in extending their placement period beyond three months; the unemployed risk losing their unemployment status and benefits if they participate in a transnational placement; and finally, European Union residents who are nationals of non-EU countries find it difficult to obtain the necessary visas, residence and work permits as well as social security and health cover during their placement.

The Commission is currently considering the results of the

Fig 2 – Funding of Petra placements



study with a view to presenting a paper to the Council and the European Parliament outlining the existing problems and suggesting possible areas of action.

While these barriers do exist, the following diagrams illustrate that ways were found to overcome some of the problems during the first year of Petra placements. Figure 1 shows that some 37.3% of the participants in young worker training placements were unemployed and figure 2 illustrates how participants solved the problem of finding money, in addition to their Petra grant, to finance their placements.

New advisory methods needed

Education and vocational guidance services are relatively accessible to most young people but this is not always the case for the young unemployed and those with few, or no, vocational qualifications.

"These young people, who paradoxically have most need of advice, face a number of difficulties in getting access to guidance services and sometimes they are not even aware of their existence," says Jozef Vanraepenbusch, the coordinator of the Petra National Guidance Resource Centre for the Flemish Community in Belgium. "Also the types of publications and other materials which we use are not always understandable or attractive to them!"

This is why a number of transnational development projects set up by the centres within the European Network of National Guidance Resource Centres aim to introduce new methods and materials. These initiatives include:

- the creation of a computer data base on guidance to be used by young people themselves;

- the production of a complementary handbook providing information on mobility for young people in training, including the young disabled;

- the development of techniques to help parents advise their children;

- the launching of a project which recognizes and reinforces the role of informal sources of information such as friends, families, youth organizations and youth information centres;

- finally, the mounting of a promotional campaign by educational guidance counsellors and experts from both sides of the construction and metal industries.

All these initiatives reflect the growing concern in Member States to tackle the problem that, as reported in the last issue of *Le Magazine*, some 20% of young people leave school without, or with inadequate, vocational qualifications. They also demonstrate the crucial role of guidance in helping disadvantaged young people get back into mainstream provision.

Learning by thinking and doing

The key factor in the success of Petra's Youth Initiative Projects is young people's motivation to take action, at local level, to change and improve their own situation, or the situation of others. In the course of their work together, young people develop core skills such as the capacity to be responsible, to work in a team, to handle conflicts, to communicate, to be flexible and to be tolerant.

They also acquire technical and practical skills related to the specific topic of their project, and gain know-how, learning about financial management, negotiation with banks or local institutions and administration. Moreover, through discussions with their colleagues and with other local partners, they extend the 'know-why' of many aspects of their action and develop a sense of belonging to their communities. This active citizenship offers a real-life educational experience for the young people involved.

As *Culture and Music*, an Irish project, explains, "All of us have learned from the project. The skills we have acquired would never have been possible but for this Youth Initiative Project. The learning experience took place as the project progressed, we made mistakes and had to correct them, the whole experience was better than any school education, we were responsible and we had to make it work. It has for many of us qualified the direction of our careers in the future and for all of us our understanding and appreciation has changed."

In Petra, more than 1,000 Youth Initiative Projects have been supported all over the EU. They have clearly demonstrated the value of an approach based on initiative, responsibility and autonomy, and its relevance to the vocational training of young people and their transition to adult and working life.

This type of experience will be taken on board within the new Youth for Europe III programme, which will apply the approach as part of youth policy. To ensure a quality transfer of the demonstrable benefits of Youth Initiative Projects, three European seminars are being organized this year for those involved in the evaluation and follow-up of projects in the Petra programme and the national agencies of the Youth for Europe Programme.

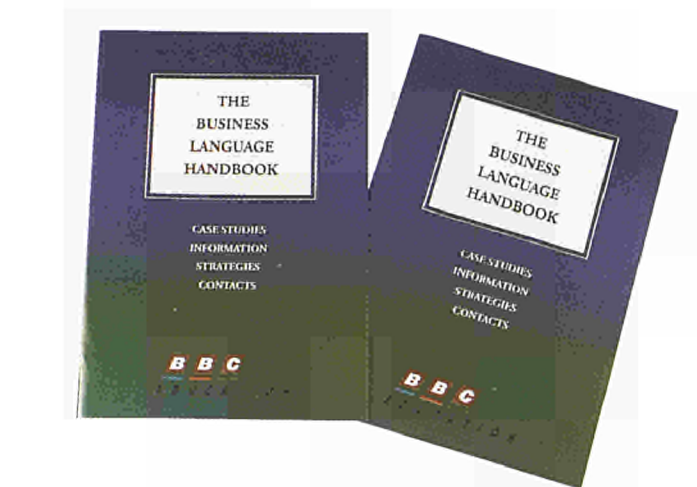
Lingua initiative for SME language-learning

Small and medium-sized enterprises (SMEs) are an increasing focus of EC attention because of the novel implications for them of the Single Market, education and life-long learning. In particular, they have been surveyed for their competitiveness and strength in new export markets. These considerations have made foreign language ability of SME staff a focus of attention both within the firms themselves and among foreign-language training providers. The importance of SME commercial adaptability has also been highlighted in the European Commission's *White Paper on Growth, Competitiveness, and Employment* and its *Green Paper on Social Exclusion*. The Commission has for several years monitored developments in this area and, in particular, has used the Lingua programme to support projects for the development of teaching materials in SMEs since 1990. Thanks to Lingua, specific sectors have been identified, and suitable techniques and materials developed to cater for the foreign language needs of individual enterprises.

The time is thus ripe to exploit the initial results of the first round of three-year SME projects, due to end soon. Detailed in the *Lingua Compendium 1993*, the projects cover a wide range of sectors from building construction to transport and catering. Far more SMEs should now also be made fully aware of the importance of identifying their linguistic needs and developing their foreign languages capacity and materials specifically to meet them. Above all, the foreign-language ability of SME staff should be the goal of a deliberate long-term strategy, rather than part of a piecemeal approach to recurrent problems in sales negotiations, customer relations and marketing.

The latest Lingua initiative seeks to address all these concerns, simultaneously making the initial SME project results more widely available. It will therefore include a questionnaire survey of all the projects funded so far, which is expected to yield information about their dissemination and marketing strategies thus providing a pan-European view of SME foreign language activity to date. This corresponds to the concern that SMEs should be told regularly about the development of different approaches to foreign-language learning, the materials available, the strategy for an optimal return on investment and sources of further information.

The initiative will be organised in collaboration with the



The handbook released in conjunction with the BBC Business Language Show



SELDOM project teach-yourself audio packages containing two bilingual audio cassettes with related texts

Lingua National Agencies and over 200 Commission Euro-Info Centres in the 12 Member States. The Centres are seen as an ideal point of reference for the SMEs which have regularly turned to them for information about Single Market developments. They will therefore stock information about foreign language needs and training as well as information about innovative teaching methods and materials, thus providing guidance to individual SMEs, about what is often a complex market. A longer-term goal is the establishment of resource centres in the Member States to develop this provision still further.

Due to start in the summer of 1994 with the publication by Lingua of a leaflet to cover for SMEs many of the foregoing concerns, the initiative in effect reinforces ongoing Lingua-funded activities. Among them are the interesting Business Language Show produced by the BBC with backing from the commercial and education sectors. The 'show' features the language-learning case histories of five companies to illustrate partly the purpose of an active approach to training, but also the significance of strategy and the search for appropriate expertise. Screened in April, the

programme was followed by a successful radio phone-in help line and accompanied by a *The Business Language Handbook* advising on the implementation of SME foreign-language strategy. The venture has been further linked to the UK Department of Trade and Industry's National Languages for Export Campaign to help SMEs use their customers' languages better as part of a strategy for healthier business in non-English speaking markets.

Materials

The Lingua initiative will draw attention to the many projects already yielding teaching materials for different sectors and languages, including the less-widely used languages. An example is the SELDOM project (Smaller European Language Development for Open Markets) offering teach-yourself audio courses for beginners, in which Danish, alongside German, is one of the first to be targeted. Further information is available from Bureau Lingua: Tel. (+32) 2 511 418. Fax. (+32) 2 511 43 76.

LINGUA

The *Learning Organisation*, written by Thomas Stahl, Barry Nyhan and Piera d'Aloja as part of the Eurotecnet programme, describes a 'vision' on which to build the business of the future, analyses some of the problems facing businesses today, and proposes ways of integrating training into the corporate culture and its day-to-day activities. The book has already been published in eight European languages.

Economic, technological and social changes require firms to adapt faster to the changes in the world in which they operate, and anticipate those changes. For firms to take up the challenge of continuous adaptation and anticipation of change, management specialists have gone beyond management models derived from Japanese models ('Toyotism,' 'Just in time,' 'Lean production, . . .') and have developed new ways of looking at businesses and models which focus business strategy on the concept of learning.

The ability of firms to learn is the key factor in adapting to changing markets

The key idea of the book is that to adapt to changing markets and economic demand, it is the ability of firms to learn which becomes the decisive factor.

Firms which undertake such a process have a certain number of organizational and structural characteristics. Three main areas of organization change can be discerned:

- Breaking down the barriers between the design and production functions, and in particular, the new relationships between customers and suppliers.
- Organization into lateral networks and autonomous units to allow greater visibility of flows and flexibility.
- Redefinition of the division of labour (decentralization of management, flattening of hierarchical structures).

These imply:

- Decentralization of decision-making, a wider spread of responsibilities and quality assurance.
- Integration of functions in the workplace, especially the reintegration of brain and manual work in enlarged and enriched fields of work. This means it is necessary to change from a situation where work is segmented and requires very narrow functions, with a clear separation between action and thought, to a situation where work is versatile, requires action and thought to be

combined, and is carried out, wherever possible, in groups (flexible manufacturing systems, production islands, etc.).

- Flattening of hierarchical structures accompanied by new assistance, coaching and guidance roles the management.

- There is a significant change in management, which is no longer based on competition but on cooperation. Management, in particular middle management, assumes new roles. The middle manager becomes a person capable of producing new ideas, identifying details not noticed by his team, running a discussion, motivating his team of employees and coaching, informing and training them, or supporting them in their creative ideas.

Such a firm therefore combines an open approach to the environment in terms of markets, industrial relations and financial matters, and a horizontal approach in terms of human resources: enhancement of the responsibility, trust, initiative, creativity and autonomy of each worker; the importance of training is understood as a strategic asset and as a right of the individual; work is seen as an opportunity for personal development and growth, etc.

Everyone in the firm is involved in cooperation and must be able to plan, organize, perform and check their work themselves, in an independent manner, and be capable of continuous learning.

The change in the relationship between work and learning allows not only the improvement of individual competencies but also a new way of working. The close relationship between work and learning enables improvement and innovation at both ends of the spectrum: the whole organization therefore embarks on an upward spiral where innovation in working practices or methods provides opportunities for learning; these then lead to development of new competencies and ideas (more efficient working methods, suggestions to reduce machine downtime, shorten manufacturing times and delivery times etc.), which in turn influence and modify the way of working.

Integration of work and training

The organization of learning in the workplace imposes a series of conditions, in particular:

- Setting up a cooperative, continuous process of definition of objectives and analysis of requirements for qualifications.
- Coordination between training in the workplace and outside the workplace (inside or outside the firm) in order to reduce the major problem of transferring the learning from the place where training occurs to the place where it will be applied, while retaining

certain advantages of conventional training.

- Creation of a learning environment: this means that the organization of work is modified, taking the form of integrated-function workplaces. Work leaves scope for decision-making and action by individuals, who learn because of the autonomy they are given. At organization level, this provides feedback loops between training and innovative action.

- Development of self-learning competency by individuals, the group and the firm. The self concept clearly indicates that it is up to the learner him/herself to assume the prime responsibility for learning, and that this is an action specific to the individual, unlike the passive attitude of a person who is being trained.

Problems

- The prevailing organizational structure: management strategies are still heavily influenced by Taylorism, the rigidity of hierarchical structures, etc.

- The occupational structure: pay structures, mutual lack of confidence in the industrial relations system, prejudices of white collar workers about blue collar workers and vice versa, etc.

- Uncertainty about the results.

- Lack of planning and time: often firms embark on a process of change under the pressure of a crisis, whereas such processes need time.

- Lack of competence and confidence to change people.

These organizational changes are mainly taking place in large firms which have the organizational and financial resources, and are often the ones who initiate these processes of reflection. There are not that many examples of innovation and radical change among smaller firms. However, the transfer of the model to SMEs is an important problem, because they are the lifeblood of European trade and industry. Moreover, they have a large requirement for high-quality external professional assistance when they decide to move towards new, more competitive organizational forms which integrate training and work.

A series of plus points can increase the chances of success in the process of organizational change. The main ones are:

- The presence of a "charismatic figure" who promotes the process of change.

- The knowledge that what is required is evolution, not revolution: taking the time required, giving people the opportunity to discuss and feel involved.

- The presence of agents for change at work in the field and at every level.

- Proper definition of objectives.
 - Job security linked to worker involvement in a training policy.

Erasmus and Lingua (action II)

Figure 1 Approved student numbers: 1993/94 and 1994/95

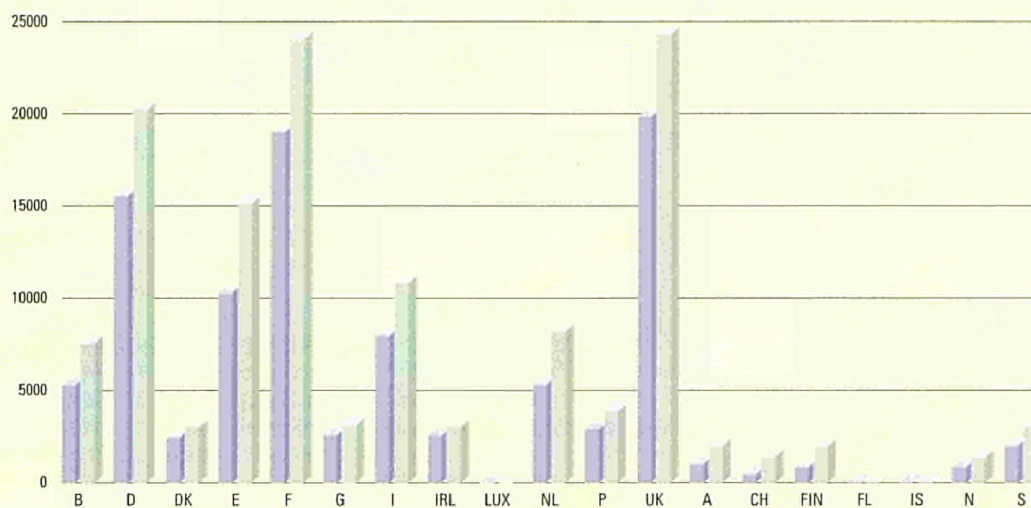
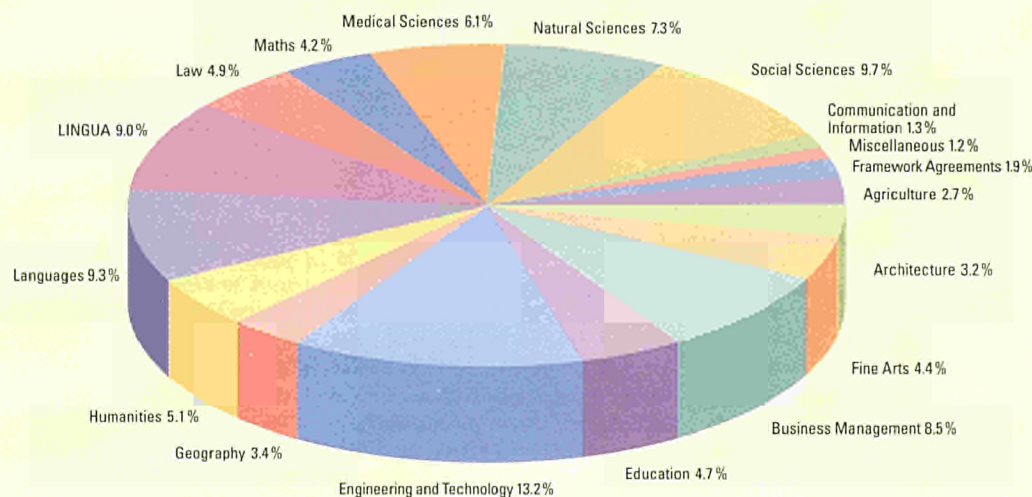


Figure 2 Approved ICPs in 1994/95



In keeping with the policy of previous years, the lion's share of the Erasmus and Lingua (action II) budget for 1994/95 will be used to keep student mobility buoyant. In its allocation of the budget for Erasmus and action II of Lingua, the Commission has earmarked Ecu 77.3 million, out of a total Ecu 105.1 million, for student mobility grants to eligible students.

Of the 2,505 Inter-university Cooperation Programmes (ICPs) selected by the Commission in the selection round for 1994/95 (2,280 for Erasmus and 225 for Lingua action II), no less than 2,330 provide for student mobility, enabling up to 137,000 students to complete part of their studies abroad at another higher education institution within one of the countries of the European Union (EU) or European Free Trade Association (EFTA). Additionally, grants to 666 ICPs will enable up to 10,600 higher education staff to give courses at universities or colleges abroad. Courses will be

developed jointly within 201 ICPs, while 264 will run intensive programmes with foreign students and colleagues.

In the 1994/95 selection, as in the past, the Commission faced a difficult task in deciding which ICP projects to support, given the high quality of most ICP applica-

1994/95

137,000 student grants
2,330 student mobility programmes
10,600 teaching visits.

tions, and how to allocate the overall budget between student mobility grants (Action 2) and ICPs (Action 1). After consultation with the Erasmus Advisory Committee, the Commission opted to preserve, as far as possible, the value of the average monthly student grant, even though this resulted in a some-

what smaller average grant to ICP participants, especially to those "post-multiannual" projects seeking to renew their support for a fourth year.

The Commission has earmarked a further Ecu 20.45 million of the combined Erasmus and Lingua action II budget for the support of the ICP networks which now involve over 1,700 higher education establishments, including 257 in the EFTA countries. The remainder of the budget (Ecu 7.35 million) is for higher education staff visits, measures to promote mobility through the academic recognition of diplomas and periods of study, and for grants to support associations or consortia of higher education institutions, or publications related to mobility.

The 1994/95 Erasmus selection was the most complex yet undertaken by the Commission. For the first time, the selection involved not only entirely new ICP applications, together with the renewal of ICPs in the second or

third year of their three-year multiannual cycle, but also ICPs which had completed this cycle and sought to renew their activities for a fourth year.

Of the 2,505 ICPs selected, 2,055 (82%) were a continuation of existing projects, either within the multiannual cycle or in a fourth-year renewal of support. The very high success rate (92%) of such applications testifies to the excellent quality of cooperation achieved by these ICPs. Many of them have also demonstrated a remarkable capacity for internal growth, and many include entirely new activities in their applications for 1994/95.

At the same time, the high proportion (70%) of entirely new applications selected for support (450 out of 644) again reflects the Commission's commitment to maintaining access to EU and EFTA inter-university cooperation.

Student mobility up by 22%

The 137,000 students now eligible for student mobility grants represent an increase of 22% on the 1993/94 figure of 112,741. The increase in outgoing Erasmus student mobility by country (fig.1) has been especially encouraging in the case of EFTA countries (58%), with Finland registering a 126% rise and Austria, Switzerland, Iceland and Norway each recording increases of over 50%. Among the EU Member States, estimated outgoing mobility has climbed by 33% for Greece, 30% for Ireland and almost 26% for Spain.

This progression is in line with the overall rise in ICP participation of higher education institutions in the EU and EFTA. These are up by 50% for the EFTA countries as a whole and, within the EU, there are significant increases in institutional participation by Ireland (26%), Greece (24%) and Spain (20%).

The overall balance of subject areas across ICPs has remained satisfactory (see fig 2). The Commission has been careful to ensure that progress already achieved in 1993/94 in the proper representation of certain previously under represented subjects is firmly sustained; the number of ICPs in fine arts will rise by 19% in 1994/95, social sciences (11%), geography (11%) and, above all, education (22%). The increase in education ICPs, mainly in favour of future schoolteachers, is a further sign of the Commission's commitment to the European dimension in schools which is given a high priority in Chapter II of its Socrates proposal.

Comett

Class of '94

More than 7,800 student placements in industry, 250 personnel exchanges and almost 700 short courses involving technology training... The Commission has just published the list of projects accepted by Comett under the 1994 call for applications.

Comett - Community programme for Education and Training in Technology - was launched in 1987 to promote advanced technology training. University-industry cooperation is fundamental to the programme and, during Comett II (1990-94), some 200 UETPs (University Enterprise Training Partnerships) have been set up across the 12 Member States and seven EFTA countries to act as interfaces between both worlds. Covering a broad range of activities (training needs analysis, transnational student placements, personnel exchanges, development of training materials and short courses), Comett UETPs have established themselves as the backbone of the programme.

This, the last call for applications, was restricted to UETPs which were invited to submit proposals for industrial student placements, personnel exchanges and short courses. This year's projects were selected according to a number of criteria - technological characteristics, university-industry cooperation, response to market needs, European dimension, added value, etc. - and the projects proposed highlight UETPs' growing expertise in transnational training activities.

UETPs expand activities...

This last Comett call for applications has been seen by many UETPs as an opportunity to initiate new kinds of national and regional cooperation. This resulted in a variety of very different proposals, one particularly interesting initiative coming from the UETPs in the Republic of Ireland, all of which submitted linked projects to set up a national association of UETPs. It is intended that the association should become a platform for a nationwide industry, education and training forum. By pooling the expertise of social partners, development organizations and representatives from industry and higher education, the forum will operate within the context of national

Of the proposals received, 84% were from the Member States and 16% from EFTA countries. The total funding requested, Ecu 163 million, was more than five times the budget available.

- As in previous years, transnational student placements proved most popular, with demand actually exceeding supply five times. UETPs proposed 33,700 placements.

- Some 327 transnational personnel exchanges were requested. Germany, France and the UK remain the most popular destinations, while the countries most interested in organizing personnel exchanges are Finland, Italy, Greece and Spain.

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

- UETPs also submitted proposals for complementary measures such as training needs analysis, marketing, database development, studies, conferences and good practice guides.

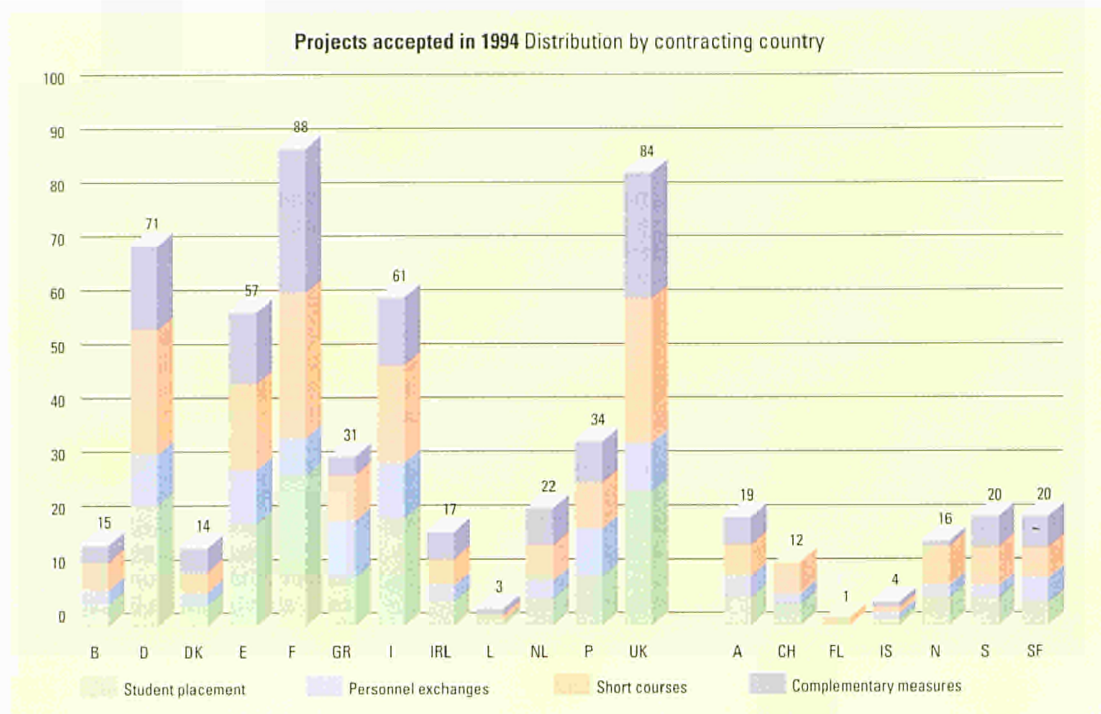
While Comett UETPs are active in a wide range of technology sectors, the 1994 call for applications reveals particular interest in the environment, data processing, advanced manufacturing and telecommunications.

Through its transnational UETP network, Comett has made a significant contribution to technology training and university-industry cooperation throughout Europe. Comett, in common with other education and training initiatives, will end in December 1994 to make way for Socrates, Leonardo and Youth for Europe III.

and EC training, education, and research policy.

In France and Italy, UETPs are also working together to achieve a higher profile. While a number of French UETPs submitted a linked project to evaluate the extent of the regional impact of Comett, Italian UETPs have extended their 1993 project Programme Futuro to explore the contribution UETPs might make to future EC and national education and training programmes.

Such collaborative projects will not only fuel the debate on industry-education cooperation and bring it into the public domain, they will also highlight the impact of Comett at national level.



... to consolidate regional networks...

The 1994 call for applications reveals that Comett's 130 regional UETPs are increasingly making their presence felt both at local and European level. While UETPs have traditionally focused on university-industry cooperation in the field of advanced technology training, a growing number of them are adapting their expertise and services to

respond to more regionally-based needs.

UETPs all over Europe are finding that the expertise generated by university-industry cooperation can be extremely effective in a broader range of projects and the nature of UETP initiatives differs according to the local environment and the specific competence of network partners.



... and provide new services

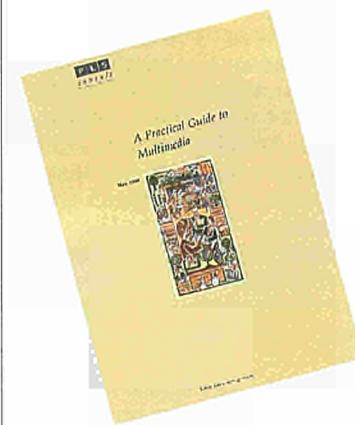
Many UETPs are developing new services for their regions and a substantial number, particularly in EFTA countries, are taking steps to become regional information centres. As such, they will assist promoters with a range of EC programmes concerning education, R&D and regional development. The need for more effective communication via the creation of telematic highways between partners or even between UETPs is also evident. Examples include telematic networks proposed by Las Palmas (Spain), and an inter-regional network developed in Luxembourg which will link up UETP partners in France, Germany and Luxembourg.

In general, many UETPs are interested in offering services related to education and training which are in fact a development

of the original aims of the Comett programme. These services tend to be in three major areas - technology transfer, research and development and regional development. UETP contributions to these projects often involve project management, coordinating the transnational dimension or guaranteeing an education and training input to the work programme. This natural tendency to move into related fields can be found in UETPs across all countries, such as in the proposal from Alma Mater (Italy), Ost (Germany) and Neptune (UK) to develop a travelling technology transfer fair.

Time will tell if such adjustments to serve local needs will provide an independent future in a regional broker context, independent of any core funding.

The practical guide to multimedia



A handbook to plan, develop and run multimedia-based training: Comett promoter PLS Consult A/S presents three years of experience of multimedia-based material in this new handbook which is aimed at teachers, authors and those responsible for education and training.

The handbook draws largely on the experience of several Comett projects which deal with multimedia-based on-the-job training, and training in new technologies for increased SME competitiveness. Topics covered include education and multimedia, management and organization of multimedia projects, identification of target groups, strengths and weaknesses of different media (text, illustration, sound and video), media mix, (how to combine media), exercises and case studies.

The handbook costs Ecu 50 (or the equivalent in other currencies) and may be ordered from: PLS Consult A/S, Goteborg Allé 5B, DK-8200 Aarhus N, Denmark. Tel: (45-86) 16 17 00. Fax: (45-86) 16 08 00. E-mail: ss@pls.dk.

Selection procedures for Tempus (Phare) and Tempus (Takis) projects are currently in their final phase and the results are expected in July. This provides an opportunity to look back on the first four years of Tempus and show how cooperation between EU higher education institutions and those in the countries of Central and Eastern Europe has contributed to structural reform in the higher education systems of the beneficiary countries.

The aim is not to provide dry statistics, but to give concrete examples of projects in different contexts and with different approaches, to evaluate not only the measurable outcomes of projects but also more general changes resulting from the implementation of Tempus.

Curricula development

Considerable effort has gone into ensuring systematic feedback regarding actions taken under the Tempus (Phare) scheme in Central and Eastern Europe. Similar data from Tempus (Takis), launched recently, is still in its early stages. In addition to the desk monitoring of Joint European Projects (JEPs) in Tempus (Phare), a 10% sample of all projects, representative of the subject areas and countries concerned, have been subject to site visits.

The aim of the site visit programme is to carry out a high-quality audit of the Tempus scheme in general and of JEPs in particular. This includes a detailed evaluation of the development of projects with reference to their declared objectives, and of the efficiency of the financial management methods employed. A first annual report on the site visit programme introduced in the 1992/93 academic year was recently published by the Commission. Its general conclusion is that some of the most significant JEP achievements have included the creation of new curricula validated by new qualifications, the setting up of new academic centres and the modernization of institutional equipment, as well as the development of university staff mobility and networks for student mobility. Another valuable contribution has been the initiation and strengthening of links between universities and industry.

The main element of many JEPs is the development of curricula in different fields. One project site-visited last year has provided highly needed training and curriculum development in the area of SME management at one Czech and one Polish university. A UK university and other universities in Spain, Greece and

Italy joined efforts to help these countries update their teaching methods in this field. A collection of case studies of SMEs in Western Europe and in the eligible countries was written, translated and published in English, Czech and Polish. Equipment was purchased and practical placements were organized. Some eligible country staff travelled to either the UK or Greece to gain experience in the operation of SMEs in the EU.

New education centres

In the case of some projects, curriculum development is taken a stage further and entire new centres or courses are developed. In one project, a Danish and a German institution together with the Gdansk Technical University, Poland, cooperated to establish a new department teaching very much needed courses, including an M.Sc. degree programme, in environmental protection. A Centre for Environmental Studies was set up and officially opened in October 1991, computer equipment and office facilities were purchased and courses prepared jointly by EU and Polish teachers were launched successfully. Teachers were retrained and updated in the EU (mostly in Denmark), while Polish students travelled for a study period or a practical placement in either Denmark or Germany.

A Romanian first in translation and interpretation

Another project which has led to the establishment of a new department is based on the setting up of a department of Applied Foreign Languages at the University of Cluj-Napoca in Romania. The partner institutions in France, Belgium and the Netherlands received Romanian teaching staff for retraining and

have also helped to set up a documentation centre and two new language laboratories in the Romanian institution. The first of its kind in Romania, this department will train specialists in translation, simultaneous interpretation and communication techniques capable of operating in management, marketing, computing and mass-media environments.

Student mobility and staff retraining is another major aspect of many projects. In one case, an Irish and a British institution together with the Marie Skłodowska-Curie University in Lublin and the University of Silesia in Katowice in Poland joined forces in a project to alleviate the acute shortage of English language teachers in Poland. A large number of Polish students spent a semester in one of the two EU partner institutions and Polish teacher trainers participated in intensive courses in Ireland.

Another excellent example of successful student mobility is the 'BEST' JEP which brought together students from technical universities all over Europe in intensive summer courses in different countries. The project was coordinated by the Technical University of Budapest and involves institutions in Hungary, Slovakia, Estonia, Poland, Romania, Belgium, France, Italy, the Netherlands, Portugal, Norway, Finland and Sweden. The courses were well organized by student associations and the students involved both acquired professional knowledge and benefited from the European dimension of the project through working in multinational groups.

Partnership with industry

The development of university - industry links is regarded as very important for general social and

economic restructuring in Central and Eastern Europe. Under Tempus (Phare), many projects have successfully included enterprises as partners. In one example, the Budapest University of Economics worked with French, British, Greek and Italian partners to develop business economics and management courses at the Budapest University of Economics, with particular reference to the needs of Hungarian SMEs, and to establish a Business Economics and Management Centre for SME consultancy services. Cooperation with industry entailed the organization of workshops involving Hungarian managers, contacted via the Hungarian Association of Enterprises, and field studies for local industry. The Centre has developed a consultancy service increasingly attractive to local SMEs, laying on seminars for their senior management representatives. It will help SME managers professionally by means of training and consultancy which will have an impact on the Hungarian economy as a whole.

Financial management within universities

Further to these examples of the outcomes of Tempus JEPs in particular institutions, a much wider impact of the implementation of Tempus on the social and economic restructuring of the countries of Central and Eastern Europe can be detected. This is particularly noteworthy in institutions benefiting directly from a Tempus project, where there have been changes in the overall administration, teaching methods and curricula and the involvement of students in their university lives.

Central and Eastern European higher education institutions in JEPs have had to look closely at

their financial management and international relations structures to cope with the new tasks arising from participation in international cooperation projects. For example, the implementation of JEPs has led to the creation of mechanisms for dealing with foreign currencies and banking systems within existing institutional financial administration. Many universities have also set up international relations offices to coordinate their Tempus projects, organize student mobility and to create and maintain international and national contacts with other institutions.

The involvement of Central and Eastern European teaching staff in projects often means that they benefit from retraining or updating periods in the EU or practical placements in industry. In many cases, the new methodologies and knowledge they acquire are assimilated by other colleagues in the same institution which, as a result, modernizes all round and develops novel and readily adaptable curricula. Western JEP partners can also benefit from curriculum development carried out within a project. By reviewing and updating curricula with their partners they may rethink their own teaching strategies and curricula, including change in EU institutions too.

Brain drain

One result of cooperation with former communist countries often considered negative is the brain drain factor. 'External' brain drain, referring to students and teaching staff who have benefited from training in the West and have decided not to return to their home country, is certainly negative. 'Internal' brain drain, where staff leave higher education institutions to work in the private sector, while negative for the institution itself, can be both positive and enriching for the social and economic restructuring of the country as a whole.

Looking to the future

Tempus II will continue until 1998 and Tempus activities will run until then. It is to be hoped that over this period, its results and benefits, both within and beyond higher education, will be as extensive as in the first four years of the programme. In the future, Tempus (Takis) covering the Newly Independent States of the former Soviet Union is set to develop and produce the same positive results yielded by Tempus (Phare) since 1990.

European Training Foundation

Work is continuing apace on the preparations for the establishment of the European Training Foundation, the new European agency which will be based in Turin and whose objective is to assist the countries of central and eastern Europe to develop their vocational training systems.

The Foundation's first director has been appointed following two meetings of the governing board. He is Peter de Rooij, a senior official of the Netherlands education and science ministry since 1986.

The new director now has the responsibility for taking forward a number of tasks already started by the Commission. On the practical side, negotiations with the Italian author-

ities on the building which will house the Foundation's staff are well advanced. Similarly, the search for personnel has also been launched and the director will be concentrating on selecting key staff with a view to their taking up posts in Turin later in the year. He will be especially concerned to ensure the smooth transfer to Turin of the activities presently undertaken by the Tempus Office in Brussels.

Tempus is only one part of the Foundation's activities. Its main purpose lies in contributing to structural reform of vocational education and training in the new democracies by encouraging cooperation with the European Union. Whilst the detail of such cooperation still remains to be

worked out, certain principles are already clear.

Firstly, the Foundation will aim to target assistance on activities likely to have an impact on the system as a whole. Secondly, it will be for the beneficiary countries themselves to take decisions about what kind of training reforms they want. Thirdly, the approach to East-West cooperation will mirror the approach already successfully established under Tempus - that of cooperation between equal partners.

It is now up to Mr de Rooij to convert these and other principles into a concrete proposal for the Foundation's first programme. This will be the main discussion point at the next board meeting in Turin in September.



PUBLICATIONS



European Vocational Education Systems
Helen Collins, *European Vocational Education Systems: a guide to vocational education and training in the European*

Community, London, Kogan Page Ltd, 1993, 221 pp., ISBN 0-7494-0984-3.
Literature covering most sectors of education is readily available, but none considers the different initiatives concerned with vocational education and training issues within the EC. This guide fills the gap. Written to allow readers a variety of uses depending on their perspectives, this timely, informative book provides a thorough and practical guide to all interested parties: advisers on vocational training schemes, employers or human resource managers, employees interested in working in another EU country... The book is divided into three parts. The first deals with background issues such as EU directives. The second deals with the vocational-qualification systems within each Member State, giving a country-by-country guide. The final part outlines EC programmes promoting recognition of training schemes and qualifications. There is also a list of useful contacts in each Member State and a system of tables to amplify key facts. Available from: Kogan Page Ltd, 120 Pentonville Road, London N1 9JN, United Kingdom.



Students of Europe
Maurice Flory, *Etudiants d'Europe*, Collection "Vivre en Europe," Paris, La Documentation Française, 1993, 186 pp., ISBN 2-11-002874-2, ISSN 1240-8689.3

In the first part of this (French-language) book, Maurice Flory, Professor at the law faculty of the University of Aix-Marseille, describes the development of the university in Europe, the democratization of access to higher education and the hypothetical response of each of the EU countries to the question "how can quantity and quality be reconciled?" He then analyses European university systems with reference to their strong sectors but also to their weaknesses and areas where they tend to malfunction. Finally, he analyses the response of Europe to these problems in the hope that, through confronting different kinds of experience which facilitate European cooperation and student mobility, an often over-emotional debate in the national context will be broadened, and future developments necessary in this area will become easier to achieve. Available from: La Documentation française, 29-31 quai Voltaire, F-75007 Paris, France.



Language Industries Atlas
P. Hearn, D. Button, *Language Industries Atlas*. IOS Press, 1994, 406 pp., ISBN 90-5199-148-7.

The aim of this study has been to describe the activities of the many organizations, both public and private, that create the infrastructure within which languages are able to develop and interact on equal terms in multilingual Europe. The Atlas has been organized into 11 chapters, each describing the activities of organizations in a particular language-related field. They include language organizations which promote the interests of their members in areas such as translation and interpreting, standard bodies involved in activities such as terminology standardization and standardization of spelling, organizations which create an infrastructure at academic and technological levels for language teaching and learning, organizations which promote languages spoken by EC citizens, and research institutions. Further chapters are devoted to linguistic resources, press and television, the use of language technologies by large organizations and conference and publication sources. Available from: IOS Press, Van Diemenstraat 94, NL-1013 CN Amsterdam, The Netherlands. Tel: (31-20) 638 21 89. Fax: (31-20) 620 34 19.



Erasmus and Lingua Action II Directory 1993/94

An indispensable tool for all those working in the field of international education. For 1993/94 Erasmus has funded more than 2,370 Inter-university Cooperation Programmes (ICPs) of various kinds, involving more than 15,400 partners in higher education institutions of the European Union and the European Free Trade Area (EFTA). 112,741 students will spend a period in another participating country.

The Erasmus and Lingua Action II Directory offers: a comprehensive list of the 2,379 ICPs supported in 1993/94; a list of all National Grant Awarding Authorities; a complete list of study and teaching visits carried out by academic and administrative staff; a chapter on the ECTS pilot project (course credit transfer) and the NARIC centres (network of National Academic Recognition Information Centres in the Member States of the European Union and EFTA); a description of the support provided for associations and publications; detailed statistics (ICPs by general subject area, by country, by more closely defined academic discipline and by student numbers relating to mobility to and from the participating countries); and three indexes, allowing the reader to locate descriptions of Erasmus programmes by various means (index by subject; index by higher education institution; alphabetical index of coordinators and local programme directors).

This publication may be purchased from the Office for Official Publications of the European Communities, 2 rue Mercier, L-2985 Luxembourg, or from its authorised sales points. Price Ecu 35.

DIARY DATES

CONFERENCE AND EXHIBITIONS

21-24 August 1994: **16th Annual EAIR Forum**, Amsterdam. Theme: *Less Administration, More Governance: professional leadership for academic professionals*. Further information: drs Liesbeth van Welie, Quality Manager of Education, Universiteit van Amsterdam, P.O. Box 19268, NL-1000 GG Amsterdam, The Netherlands.

Tel: (31-20) 525 2138, Fax: (31-20) 525 2136 ou drs Tineke Jong, Conference Office, Universiteit van Amsterdam, P.O. Box 19268, NL-1000 GG Amsterdam, The Netherlands, Tel: (31-20) 525 2019, Fax: (31-20) 525 2771.

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

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

15-17 September 1994: **International Conference** organized by the Centre for European Studies of the University of Durham, Durham. Theme: *Education and Training for the Future, Labour Markets of Europe*. Further information: Professeur Ray Hudson, Centre for European Studies, University of Durham, South Road, Durham DH1 3LE, United Kingdom. Tel: (44-91) 374 2000. Fax: (44-91) 374 3740/2456.

21-23 September 1994: **Joint SEFI Annual Conference and IGIP Annual Conference**, Prague. Theme: *Visions and strategies for Europe: an examination of the first years of the new East-West partnership in engineering education*. Further information: Mr Jan Pozár, Dept of International Relations, Czech Technical University, Zikova 4, CZ-166 35 Prague 6, Czech Republic. Tel: (42-2) 2431.0372/332.3465-8. Fax: (42-2) 2431.1042/0783.

21-23 September 1994: **1st EuroContact Fair** organized by ComEAST UETP (Otto-von-Guericke Universität Magdeburg), Magdeburg. Theme: *European Common Market, the Europeanization of business, local governments, education, science*. Further information: Jörg F. Maas/Detlef Reineke, Magdeburg (D), Tel: (49-391) 5592 3514. Fax: (49-391) 5592 132.

27-30 September 1994: **Qualifikation'94 Hannover - International Trade Fair for Professional Qualification** organized by Deutsche Messe AG, Hannover. Further information: Dr Michael Taeger, Project Manager. Tel: (49-511) 89 32118. Fax: (49-511) 89 32117.

29-30 September 1994: **International Dissemination Conference** - Amsterdam: the results of setting up and maintaining of Petra network projects in

cooperation with Force and Eurotecnat. Further information: Ton Farla, Petra National Coordination Unit, CIBB, Pettelaarpark 1, Postbus 1585, NL-5200 BP 's - Hertogenbosch. The Netherlands. Tel: (31-73) 12 40 11. Fax: (31-73) 12 34 25.

27-28 October 1994: **International Seminar**-Amsterdam: evaluation of the Petra Youth Initiative Projects. Further information: Ton Farla, Petra National Coordination Unit, CIBB, Pettelaarpark 1, Postbus 1585, NL-5200 BP 's - Hertogenbosch. The Netherlands. Tel: (31-73) 12 40 11. Fax: (31-73) 12 34 25.

18-20 November 1994: **4th Biennial ESHA Conference (European Secondary Heads Association)**, Switel Hotel, Antwerp. Theme: "European Citizenship in Education." Further information: Sabin Schoofs, ESHA Secretary General, Zonneweeldelaan 17/1, B-3600 Genk. Tel: (32-89) 35.24.51 or 35.04.07. Fax: (32-89) 30.39.34.

Sites vac.

Student volunteers will be working on environmental projects or historic buildings in 19 European countries this summer under an initiative supported by the Commission and the French environment ministry.

The Grouping of European Campuses for the Environment, based in Avignon, is looking for third-year undergraduates studying relevant subjects who are interested in joining the growing network of European students willing to help.

The GECE summer 1994 programme has three main themes and covers 30 sites:

East-West cooperation

Projects in Central and Eastern Europe will cover a range of schemes, such as the Lake Baikal (Siberia) fisheries and environment programme or the Raab Valley (Austria-Hungary-Slovenia) planning programme for a future cross-border nature park.

The heritage

These projects will focus on buildings classified as historical monuments. Examples include the planning and rehabilitation of an 18th century industrial site in Gloucestershire (UK) and work on a village in the Cyclades (Greece).

The ecology of island systems

This involves comparative study of Quessant Island (France) and Aran Island (Ireland) with a view to improving the integration of tourism on these islands.

Volunteers work in groups of 15. Each project lasts from a fortnight to a month and board and lodging are free, although travel costs are not refunded.

For further details of the programme, contact:
Françoise Autric
GECE
41 Cours Jean Jaurès
F-84000 Avignon (France)
Tel: (33) 90 27 08 61
Fax: (33) 90 86 82 19

LETTERS

As a Management Consultant (with many years earlier experience as a Training Manager in a large company), I was disappointed to see pictures of trainees being used to illustrate various articles in the first issue of *Le Magazine* which depict bad examples of training practice.

On page 11 a young girl in a blue overall is working next to machinery with her long hair falling in front of her face when, for safety reasons and hygiene, she should be wearing a snood cap.

On page 23 a girl is standing at a lathe, again with long, loose hair. She also should be wearing a snood cap and safety spectacles or goggles, especially as the lathe has no chip guard. In this situation she could be scalped, maimed and blinded.

On page 24, three women are standing by a hot stove with hot food in a pan, which is about to be ladled on to the hand of the woman wearing a white coat (also without head cover for food hygiene). Trainees head wear is a token uniform and is not suitable for kitchen work as hair can still fall onto food.

Also on page 24, the girl in a blue overall is shown using a blow pipe; she also should be wearing safety spectacles and snood cap.

With all the money that is being spent by the Commission on training issues, it should be editorial policy to use illustrations which depict good working practices and not just pretty girls in a situation.

John Boylin,
Kenilworth, UK

The photos in question confirm that the safety measures described by Mr Boylin are not always respected. We fully share his concern. Le Magazine.

Correction

In *Le Magazine* no.1 (p.21), the table on *Stages of education between 2 and 18 years* should have indicated that compulsory education in the Netherlands continues to age 18, not 17. In the table on *Duration of teacher training - primary teachers*, footnote (3) is not applicable to the UK.

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