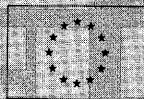


# **SOCIAL EUROPE**

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of the European Communities  
in the fields of education, training  
and youth policy during 1987 and 1988**

**SUPPLEMENT 8/89**



**COMMISSION OF THE EUROPEAN COMMUNITIES**

**DIRECTORATE GENERAL FOR EMPLOYMENT,  
SOCIAL AFFAIRS AND EDUCATION**



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**A contribution to the Standing Conference  
of European Ministers for Education held  
in Istanbul in October 1989 elaborated  
by the Task Force Human Resources,  
Education, Training and Youth**

**SUPPLEMENT 8/89**



**COMMISSION OF THE EUROPEAN COMMUNITIES**

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## INTRODUCTION

1. 1987 and 1988 have seen an unprecedented rise in the scale of Community activities and in the interest in further developing Community cooperation in the education and training field.

These activities have to be seen against the background of a Community which has made great strides forward over this period in its commitments to achieve the Internal Market by 1992, to strive towards its economic and social cohesion, to increase its research and development potential and to protect its environment. All these objectives form part of the Single European Act, ratified to enter into force in July 1987 and all equally imply a strategic effort from the education and training systems in the Member States of the Community.

2. As the Commission outlined in its Communication on "How to succeed with the Single Act" and followed through with its proposals for the reform of the Structural Funds, adopted by the Council in 1988, five key objectives need to be addressed in coordination between the Community Structural Funds, to redress inequalities within the Community. These are related essentially to reducing disparities between the regions which are least-favoured or subject to industrial decline and to reducing unemployment, whether for those who are long-term unemployed or young people, still facing unacceptable levels of unemployment. A fifth objective relates to the development of rural areas, on which subject a major report was adopted by the Commission in 1988. The capacity of the education and training systems to provide assistance for the regions and populations most in need will be at the forefront of the Community drive to ensure greater economic and social cohesion.

3. The imminence of 1992 has also created a climate in which Community industry in particular is reviewing its ability to respond to the changing economic environment and more generally to social and technological change. The persistence, particularly of long-term unemployment allied to the already identifiable lack of sufficient qualified workers for the skills needs of the 1990's has led to an increased emphasis on the need for a strategy of continuing education and training throughout life, both to prevent unemployment

and to increase the capacity of the current and future workforce to respond to change.

4. The importance of access to vocational training was emphasised by the European Council, meeting at Hannover in June 1988 and followed through by an in-depth discussion at the Standing Committee for Employment in November 1988. The Chairman's Conclusions from this meeting provide an important point of reference for future work. Indeed "education and training" has been selected as one of the first priorities of common concern by the social partners, meeting on 12 January 1989 to relaunch the Social Dialogue.

5. This European Council also emphasised the interest of the Heads of State and Government in ensuring the recognition of qualifications in the vocational training field, an area of increasing interest following the breakthrough in 1988 reached through the adoption of a Directive to establish a general system for the recognition of higher education diplomas.

6. The need to provide a social dimension to the Internal Market was also on the Commission's agenda in 1987 and 1988. The work of an interservice group on this issue was published by the Commission itself, launching a debate in the various Community institutions, in the Member States and in particular with the social partners.

7. A concrete step was also taken towards a "Social Charter" with the Commission's request to the Economic and Social Committee to draw up a Charter for examination by the Commission.

8. Against this background, Commission activities in the education and training fields have only begun to respond to the enormous demand for participation in programmes. COMETT and ERASMUS have been the flag-leaders of this success, targeted at the higher education sector and catching the imagination of universities and students throughout the Community. Important advances were also made in the youth training field, with the integration of the 1985 Milan European Council's commitment to the provision of up to two years' vocational training for all young people after compulsory schooling into a Council Decision establishing a

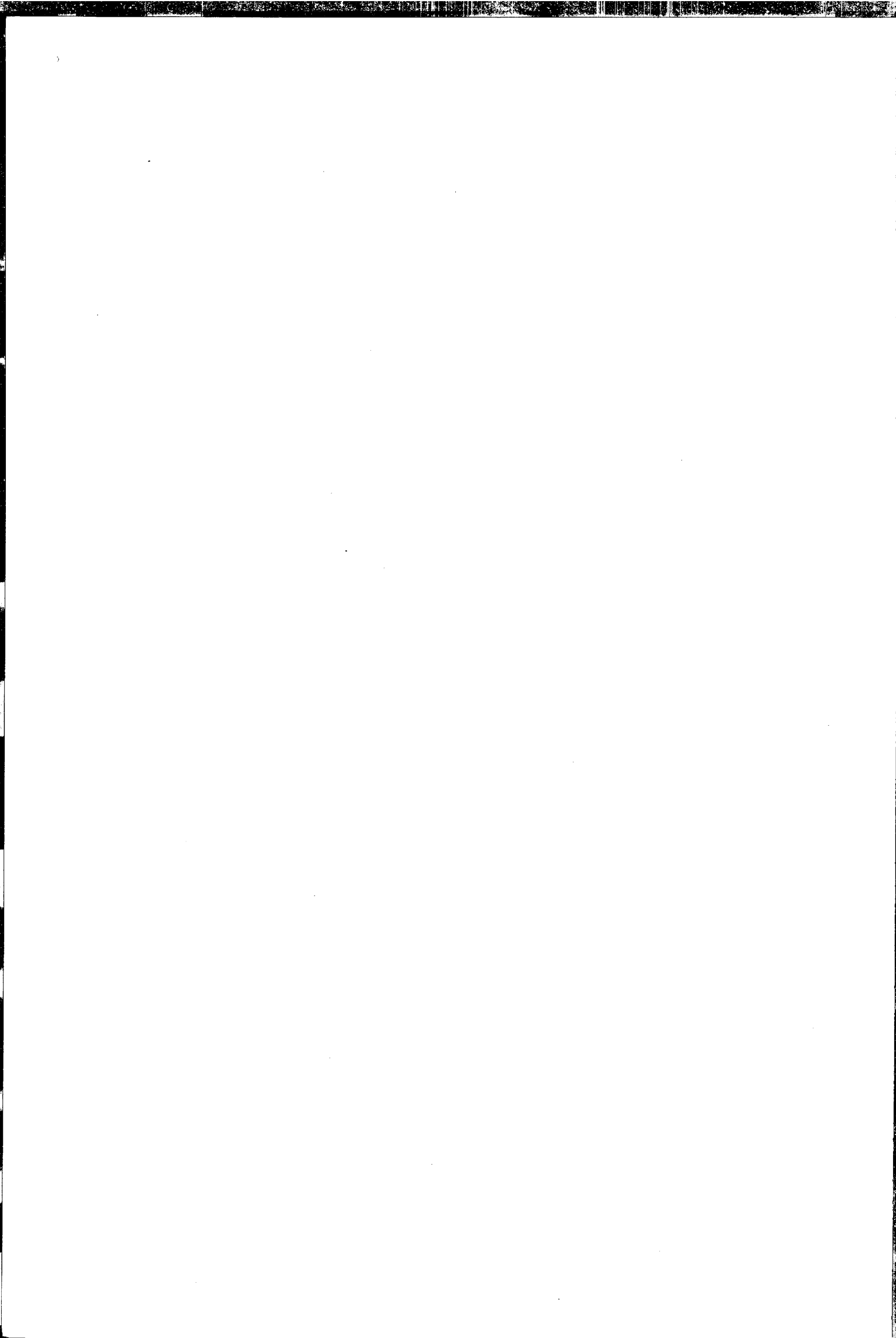
programme in the youth training field (PETRA). Young people will also be given more opportunities to explore the Community in which they live following the adoption of the Youth for Europe programme, and to improve and diversify their foreign language learning, once the Commission's proposals for the LINGUA programme, presented at the end of 1988, are adopted.

9. The strategic importance of human resource development for the Community at large and the priority attached to this policy sector has been recognised by the Commission with the creation of the Task Force : Human Resources, Education, Training and Youth in March 1989.

10. This is crucial for economic success but also, as President Delors said in his January 1989 statement in the Parliament, so as to put some flesh on the Community bones and give it more soul and spirit. It is also the key factor in promoting the free movement and exchange of ideas in addition to the freedoms (goods, services, capital and persons) provided for in the Treaty of Rome. Improved quality of education and training is essential to the pursuit of the Commission's declared priority objectives in the build up to 1992, more especially in contributing to the overall effort to promote economic and social cohesion, and in providing a strong human resources dimension to our efforts in research, science and technology.

Without investment in the present and future workforce, and their skills, versatility and entrepreneurial ability, Europe's capacity to innovate, to compete, to create wealth and prosperity will be impaired. In this sense, education and training lie at the heart of the process of European construction.

11. As such, education and training are necessary flanking policies which will open up new horizons for European citizens to participate in and develop the Community in the years ahead. A major new effort is required by the Community if young people are to see Europe as a collective undertaking that will shape their future, and which they in turn must create for themselves. The Commission intends to intensify its effort to involve young people more directly in projects and exchanges which give them a real experience of the European dimension and its importance for their futures.





I. EUROPEAN COUNCIL, COUNCILS OF MINISTERS, EUROPEAN PARLIAMENT AND ECONOMIC AND SOCIAL COMMITTEE

(i) EUROPEAN COUNCIL

1. At its meetings in Brussels in June 1987, Hannover in June 1988 and Rhodes in December 1988 the European Council emphasised the importance of the development of human resources for the achievement of the Internal Market. The European Council of June 1987, together with the European Council of February 1988 in Brussels, also emphasised the considerable part the Structural Funds must play in strengthening Community cohesion.

2. The European Council in Hannover considered that the achievement of the Internal Market and the free movement of persons must go hand in hand with improved access to vocational training including training linked with work in all Member States, and in this connection expressed the wish that the conditions be met for mutual recognition of diplomas in particular.

3. The European Council in Rhodes emphasised that Community action should contribute towards putting the available human resources to the best use and towards the preparation of change and future technical adjustments. Reform of training schemes, including continuing vocational training, would be a determining factor in achieving these objectives. It requested the Council to examine these proposals with a view to taking, in the course of 1989, the necessary decisions to guide Member States' action on social matters in relation to the Internal Market. In the context of implementing the provisions of the Single European Act on social policy and strengthening the economic and social cohesion of the Community it also welcomed the progress made with the framework Directive on health and safety at the workplace and called on the Council to complete the establishment of this important aspect of the Community's social action without delay.

4. The reform of the Structural Funds (European Social Fund, European Regional Development Fund and European Agricultural Guidance and Guarantee Fund) constitutes the central part of the Commission Communication (Delors Plan) entitled "Making a success of the Single Act". In both June 1987 and February 1988 the European Council endorsed the Commission's approach to ensuring that these instruments are more effective as regards the rationalisation of their objectives, the concentration of their action according to Community criteria giving due weight to the backwardness of certain regions or to regions in industrial decline.

5. In June 1987 the European Council expressed its intention to fix a financial objective for appropriations to the Funds, to be reached in 1992, and to adopt the multiannual reference framework accordingly, in order to strike a balance between achieving the Internal Market and strengthening cohesion. It requested the Council to prepare a decision on the comprehensive Commission proposal for the reform of the Structural Funds, including the financial objective for appropriations to the Funds to be reached in 1992.

6. In February 1988 the European Council reached an agreement on the reform measures and called on the Council to adopt the comprehensive Regulation before 31 May 1988. It was in fact adopted on 24 June 1988. Four implementing Regulations, one on each of the three Funds and a "horizontal" Regulation laying down the provisions common to the Funds and coordinating the activities between themselves and with the European Investment Bank, were also adopted by the Council in the second half of 1988. These will take effect from 1 January 1989.

(ii) COUNCILS OF MINISTERS

1. In 1987 and 1988 the Education Council met three times formally and twice in informal session. The Social Affairs Council also considered proposals in the field of vocational training in its four formal sessions, thus illustrating the

close interplay between education and labour departments in the training field. In addition, certain other Councils (Internal Market, General Affairs, Health, Research) agreed on activities which had implications for education, training or youth policy.

2. At its meeting on 14 May 1987 the Education Council agreed to the Decision on the European action scheme for the mobility of university students (ERASMUS), which was definitively adopted on 15 June 1987 <sup>(1)</sup>. The Conclusions of the Council and the Ministers of Education meeting within the Council on this occasion <sup>(2)</sup> marked a new milestone in education cooperation at Community level, covering a wide range of topics. An initial programme of Community measures in favour of the educational integration of the disabled into ordinary schools, and a work programme proposed by the Commission to combat illiteracy, and to contribute to the in-service training of teachers were adopted. The Ministers also tackled the problem of school failure and took note of the development of programmes on the introduction of the European dimension in schools, the promotion of foreign language teaching and the measures proposed by the Commission to counter the spread of AIDS, cancer and drug-abuse.

3. At its meeting on 26 May 1987 the Social Affairs Council adopted Conclusions on the Commission's Communication concerning the development of adult training in firms and noted the Commission's intention to propose a Community action programme in the field of continuing training. Conclusions relating to the vocational training of women were also adopted. In addition, the Council held a first exchange of views on the proposal for a Council Decision concerning the vocational training and preparation of young people for adult and working life, and examined the Commission's Memorandum on long-term unemployment.

4. An informal meeting of the Education Council took place in Copenhagen, Denmark on 6/7 October 1987. The Education

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<sup>1</sup> OJ C 166 of 25.06.1987

<sup>2</sup> OJ C 211 of 08.08.1987 and 6502/87 (Presse 72)

Ministers held a wide-ranging discussion on access to higher education. For the first time, on the initiative of the Danish Presidency, they also had the opportunity to exchange views with their counterparts in the countries belonging to the Nordic Council, with the aim of exploring the possibilities for cooperation in the field of higher education, particularly with regard to ERASMUS and COMETT.

5. At its meeting on 1 December 1987 the Social Affairs Council adopted the Council Decision establishing a new 5-year programme to support the vocational training and preparation of young people for adult and working life <sup>(1)</sup>. They also adopted Conclusions on long-term unemployment, calling on the Commission to present an action programme in this field <sup>(2)</sup>.

6. The main topic of discussion at the informal meeting of the Education Council which took place in Munster, Federal Republic of Germany, on 25/26 February 1988 was the contribution of education to the completion of the Internal Market. All Ministers agreed that in order to achieve mobility and freedom of movement it is necessary to mutually recognise diplomas received and studies carried out in other Member States, rather than try to harmonize and standardize the different education systems of the Community.

7. In April 1988 the Council reached a common position on the exploratory phase of DELTA, a collaborative Research and Development Programme designed to help the application of information technology and telecommunications to learning. The Decision was formally adopted by the Council of Research Ministers on 29 June 1988.

8. At its meeting on 18 April 1988 the Social Affairs Council adopted HELIOS, an action programme for the economic and social integration of the handicapped into schools and vocational training and retraining.

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<sup>1</sup> OJ L 346 of 10.12.1987

<sup>2</sup> OJ C 335 of 15.12.1987



9. One of the main subjects examined by the Council and the Ministers of Education meeting within the Council on 24 May 1988 was Education in the European Community, Medium-term perspectives: 1989-1992, in particular the contribution of education to the completion of the Internal Market. They also discussed foreign language teaching, taking note of the Commission's intention to propose a detailed action programme on this subject. Two Resolutions were adopted: one on the promotion of the European dimension in education which followed up the Council's earlier debates on the creation of a People's Europe; and the other on environmental education, to increase public awareness of the problems of protecting and improving the environment through action in all sectors of education and vocational training. Conclusions on the second Community action programme (1982 - 1987) on the transition of young people from education to adult and working life were also adopted.

10. The General Affairs Council of 24 May 1988 approved the substance of Youth for Europe, the action programme for the promotion of bilateral and multilateral exchanges of groups of young people. The Decision was formally adopted on 16 June 1988.

11. The Internal Market Council of 22 June 1988 reached a common position with a view to the adoption of a Directive on a general system for the recognition of higher education diplomas awarded on completion of professional education and training of at least three years' duration. The Directive was formally adopted by the Internal Market Council of 21 December 1988, following a second reading by the European Parliament.

12. At the Education Council meeting on 23 November 1988, Ministers noted the success of the ERASMUS and COMETT programmes and expressed a wish to extend the programmes progressively. The Council was informed of the launch of the Youth for Europe Programme and took note of a report on Education Committee discussions on the medium-term programme. It also debated the need to adopt new approaches in the field of the education of migrant workers' children based on a note from the Greek Presidency, and invited the Commission to submit a report on this matter for its next meeting. A draft Resolution on health education was adopted with the aim of

supporting a multi-disciplinary approach in schools. Draft Resolutions concerning innovation in secondary schools were also discussed and Ministers expressed their intention to adopt these by their next meeting at the latest. The Council also took note of a statement by Mr Marin, Vice-President of the Commission, on the desirability of eliminating barriers to the free movement of workers in certain areas of the public sector, including teachers.

13. The Social Affairs Council of 16 December 1988 adopted COMETT II, the second phase of the COMETT programme. Ministers also had an exchange of views on the social dimension of the Internal Market and on a draft Resolution on continuing training. They adopted a Regulation extending until 1991 exceptional Community aid to Greece with regard to vocational training and the rehabilitation of the ill and handicapped, a Resolution aimed at facilitating and improving the vocational integration of women, and a framework Directive on the health and safety of workers.

14. The first informal meeting of the Community Ministers responsible for youth took place in Athens, Greece on 16/17 July 1988. Ministers agreed that efforts to widen access to Community programmes needed to be undertaken at national or regional level as well as at Community level. A number also expressed themselves in favour of formalising the cooperation process, and of creating a "Youth Council" and "Youth Committee" along the lines of those existing in the education field.

(iii) EUROPEAN PARLIAMENT

1. The European Parliament, particularly through its Committee on Youth, Culture, Education, Information and Sport, continued in 1987 and 1988 to demonstrate the importance it attached to progress and cooperation in the field of education and training.

2. Resolutions were adopted on a broad range of issues relating to children and young people, education or training.

These include: regional development, education and training (1); European Schools (2); education of children of migrant workers (3); achievement of the Internal Market (4); small and medium-size undertakings (5); adult training in firms (6); open universities (7); students continuing their studies in another country than their country of origin (8); languages and cultures of ethnic and regional minorities in the EC (9); European dimension in schools (10); the training and preparation of young people for adult and working life (11); resurgence of racism and fascism (12); twinnings between territorial cooperatives (13); economic consequences of new technologies (14); Human Frontier Science Programme (15); establishment of a European Foundation for Eastern European studies (16); and equal opportunities for boys and girls in the field of education and vocational training (17).

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1 OJ C 99 of 13.04.1987

2 OJ C 125 of 11.05.1987

3 OJ C 125 of 11.05.1987

4 OJ C 156 of 15.06.1987

5 OJ C 156 of 15.06.1987

6 OJ C 156 of 15.06.1987

7 OJ C 246 of 14.09.1987

8 OJ C 281 of 19.10.1987

9 OJ C 318 of 30.11.1987

10 OJ C 345 of 21.12.1987

11 OJ C 345 of 21.12.1987

12 OJ C 68 of 14.03.1988

13 OJ C 122 of 09.05.1988

14 OJ C 167 of 27.06.1988

15 OJ C 167 of 27.06.1988

16 OJ C 187 of 18.07.1988

17 OJ C 235 of 12.09.1988

COMETT II <sup>(1)</sup>; the teaching of Community languages <sup>(2)</sup>; general system for the recognition of higher education diplomas. <sup>(3)</sup>.

3. These Resolutions were accompanied by an ever-increasing number of written and oral questions, demonstrating the interest of many individual Members of Parliament in cooperation in education and training, with a special emphasis on the ERASMUS, COMETT and Youth for Europe programmes, and a particular interest in problems such as training qualifications, mutual and academic recognition of diplomas and the teaching of foreign languages.

(iv) ECONOMIC AND SOCIAL COMMITTEE

1. Several opinions issued by the Economic and Social Committee in 1987 and 1988 concerned the education and training field. The opinion of 13 May 1987 gave a positive view on the Commission's proposal for a Council Decision concerning the vocational training of young people and their preparation for adult and working life <sup>(4)</sup>. The Economic and Social Committee also examined the Commission's Communication on adult training in firms and gave an opinion <sup>(5)</sup> stressing the importance of action in this field on 14 May 1987. On 17 September 1987 the Section for Social, Family, Educational and Cultural Affairs adopted an Information Report on Social Aspects of the Internal Market, which drew attention to the serious underutilization of human resources in the Community. In its opinion of 21 September 1987 the Economic and Social Committee endorsed the need for the urgent implementation of the pilot phase of the DELTA programme <sup>(6)</sup>. On 28 September 1988 the Economic and Social Committee adopted an opinion

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<sup>1</sup> OJ C 326 of 19.12.1988

<sup>2</sup> OJ C 309 of 05.12.1988

<sup>3</sup> OJ C 309 of 05.12.1988

<sup>4</sup> OJ C 180 of 08.07.1987

<sup>5</sup> OJ C 180 of 08.07.1987

<sup>6</sup> OJ C 347 of 22.12.1987



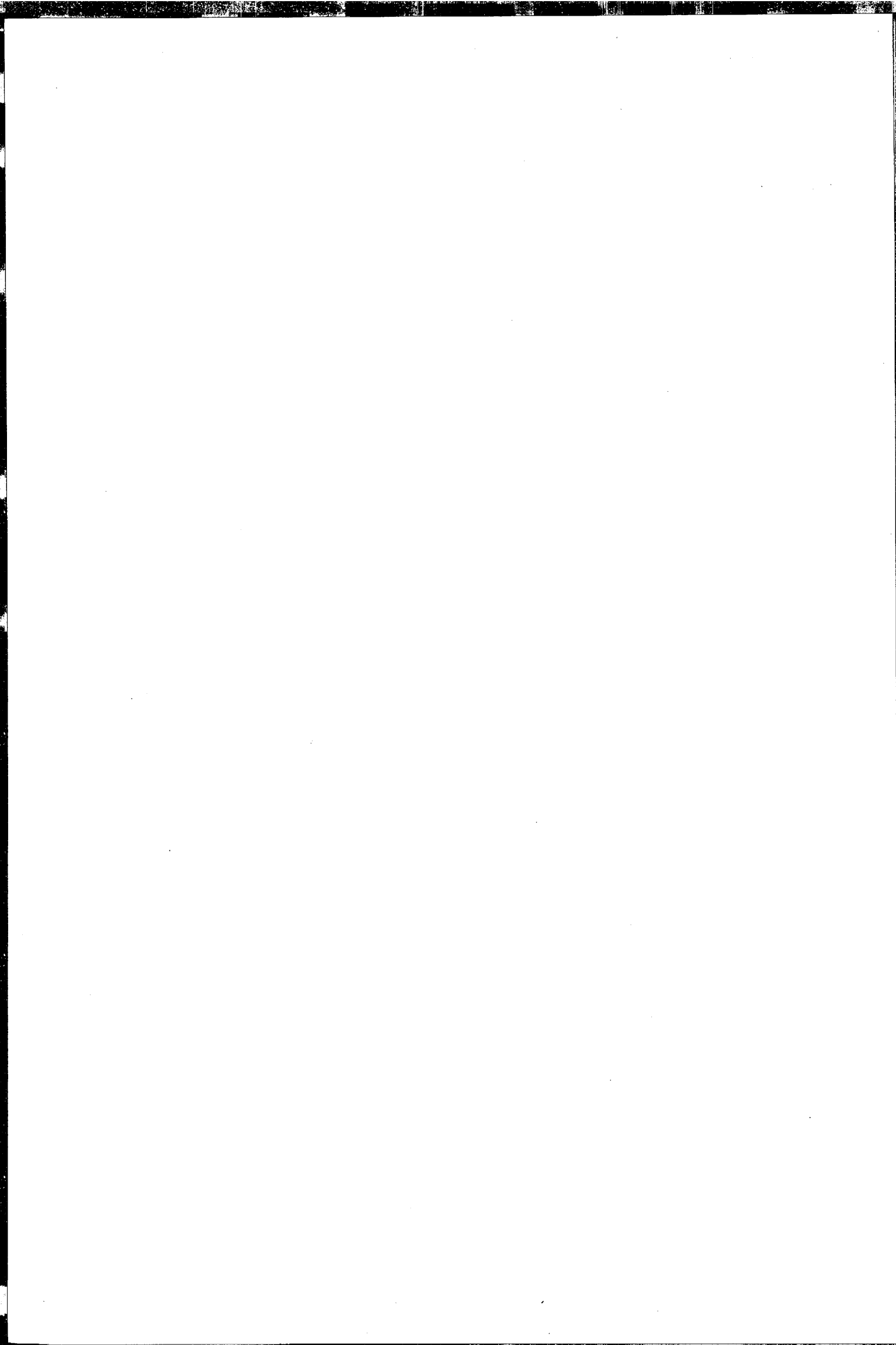
welcoming the Commission's proposal for a Council Decision on preventing environmental damage by the implementation of education and training measures <sup>(1)</sup>. The Commission's Communication on Education in the European Community, Medium Term Perspectives, was the subject of a favourable opinion from the Economic and Social Committee on 27 October 1988, welcoming the Commission's Communication and setting out priority areas for the Commission's attention <sup>(2)</sup>. A favourable opinion was also delivered on 23 November 1988 on the Commission's proposals for the COMETT II programme <sup>(3)</sup>.

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<sup>1</sup> OJ C 318 of 12.12.1988.

<sup>2</sup> OJ C 337 of 31.12.1988.

<sup>3</sup> CES 1222/88-SOC 169



## II. EDUCATION

### INTRODUCTION - MEDIUM-TERM EDUCATION PERSPECTIVES

In the context of extending the terms of the original Education Action Programme regarding cooperation in education, and of ensuring greater continuity between successive Presidencies, various Education Councils since 1985 have been discussing the development of a medium-term plan in the field of education. A Commission Communication (<sup>1</sup>) on medium-term perspectives, 1989-1992, was one of the main subjects examined by the Education Council on 24 May 1988. The Communication outlined three principal objectives:

- to determine the contribution of education and training systems to the creation of the Internal Market by eliminating the barriers to the free movement of persons and by encouraging initiative and innovation at all levels;
- to strengthen the links between education and the economy at all levels and in particular pinpoint the changes necessary as a result of the Internal Market;
- to contribute, through educational policies, to the reduction of regional disparities and to the social cohesion of the Community.

Given the dimension that educational cooperation within the Community has now reached, the Commission proposed to maintain the coherence of Community action by concentrating its efforts in two areas: raising the quality of basic education through support for innovation in compulsory education, links between education and the economy, creating Europe in the minds of young people, and the professional development of the teaching force; and educating and training a qualified workforce through the social integration of young people, intensifying cooperation at university level, the free movement and mobility of qualified manpower, and through continuing education and training, and language teaching. Ministers considered that the Communication was a good basis

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<sup>1</sup> COM (88) 280 final

for the presentation of a medium-term programme by the Commission. The Education Council of 23 November 1988 <sup>(1)</sup> took note of the subsequent discussions in the Education Committee on this matter and confirmed that the programme should be related to the creation of the social dimension of the Internal Market.

**(i) PROMOTION OF CLOSER LINKS BETWEEN THE EDUCATION SYSTEMS**

1. From the beginnings of cooperation in education at Community level, one of the underlying aims has been to increase mutual understanding of education systems in the various Member States, including the capacity to learn from each other and from each others' new policy initiatives and structures. This can provide the basis on which practical cooperation in the different fields of education can be built, through joint activities such as seminars, study visits, exchanges, the networking of pilot projects, and the creation of continuing links between institutions and individuals. In this way the rich diversity of European education can serve as a stimulus to the improvement of standards of educational provision in the future.

**Seminars**

2. Two seminars, one in 1987 and one in 1988, highlighted the way in which this process of exchange between individuals and institutions can work. Both concerned the Directors-General for Secondary Education from the twelve Member States. Organised respectively by the Belgian and the German Presidencies, in collaboration with the Commission, they followed on from similar meetings in the past in France, Luxembourg and the UK.

The first seminar was held in Brussels in June 1987, on the theme of the content and goals of basic education. It dealt with the essential components of basic education, the development of its content, and its evaluation. The EURYDICE network prepared a draft document for the seminar on the basis of a questionnaire sent out to all Member States. This was finalized after the seminar had taken place.

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<sup>1</sup> 9579/88 (Presse 183)

The second seminar took place in Hannover in June 1988 on the subject of "Economics as a part of general education". This subject had obvious links with the completion of the Internal Market before the end of 1992. The seminar resulted in a series of recommendations regarding the need for economics to become a more recognised part of general education. In particular, all teachers should acquire a basic knowledge of economics, and people from business and industry should assist in the classroom.

In addition, a further seminar for national policy-makers took place in Madrid in June 1988. Representatives from all 12 Member States participated in a rich exchange of views on the planned reform of the Spanish education system.

#### ARION Programme - Study visits for education specialists

3. Within the context of the Education Action Programme the Commission has, since 1978, been running a scheme of short study visits for education administrators and specialists with local, regional or national responsibilities, and for heads of schools. The aim of the scheme is to improve links between European education systems and to put up-to-date and high-quality information at the disposal of policy-makers and practitioners.

4. In September 1987 officials responsible for coordinating the study visits at national level prepared a document "Updating of programme of study visits for education specialists" which was presented to the Education Committee in October 1987 <sup>(1)</sup>. According to this document and to ensuing discussions in the Education Committee:

- the programme is to be more easily identified : it will be called "ARION" an acronym of its Dutch title (Actieprogramma : Reizen met een Instructief karakter voor Onderwijsspecialisten);
- study visits are to be preplanned : the programme for all study visits is to be drawn up in advance and thus allow the optimum use of grants;

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<sup>1</sup> Doc. 176/en

- all fields of education activity are to be integrated into the programme except those which include separate provision for study visits;
- the number of grants awarded each year is increased from 520 to 600 in order to ensure a sufficient number by theme;
- the results of study visits are to be better exploited by providing advance information for participants in the form of documentation or meetings; preparing reports in a form which will facilitate computerization; the use of general "rapporteurs" for each study visit; and the organisation of thematic seminars.

5. Until 1987/88 the six priority themes of the scheme were: general study of primary, secondary and vocational education; methods of certification and assessment of pupils, teachers or teaching; actions to combat illiteracy; introduction of the new information technologies into education; integration of handicapped children into ordinary schools; equal opportunities for boys and girls in education. From 1988/89, the following new themes were included in the scheme: education of migrants' children; problems posed by school failure; introduction of the European dimension into education; initial and in-service training of teachers; role of parents and their participation in school life; methods used in foreign-language teaching; health education (AIDS-drugs-cancer). In addition, as a result of the adoption by the Education Council of a Resolution on 24 May 1988 on this theme, environmental education will be included in the programme from 1989/90.

483 specialists participated in 1986/87, 490 in 1987/88, and 600 in 1988/89.

6. The Pädagogischer Austauschdienst (the education exchange service of the Standing Conference of Education Ministers in the Länder of the FRG) assists the Commission to run the scheme. Preparatory meetings are organised, participants receive preparatory documentation (with the assistance of EURYDICE), and at the end of their visit they fill in a questionnaire. In addition, meetings of officials responsible for coordination and members of the thematic groups have

taken place, and the Commission also organised a meeting specifically for members of the working group on illiteracy in Coimbra, Portugal, in October 1987, as a starting point for future visits on this theme.

#### EURYDICE

7. EURYDICE, the Education Information Network in the European Community, was established in 1980 to underpin the Community Education Action Programme and to facilitate the process of mutual enquiry between Member States interested in the implications of European policy developments on national reforms. The Commission has further consolidated the network of arrangements which now link officially designated referral points in all 12 Member States with the Commission through a European Unit located in Brussels. The work of EURYDICE is thus based on close cooperation between the European Unit set up on behalf of the Commission to activate and coordinate the network and the National Units which are generally located within the National Ministries of Education. The European Unit also provides technical support to the national centres designated to the specialized information networks covering key themes of the Education Action Programme.

8. The Commission holds regular meetings of the heads of all EURYDICE units to plan and organise technical cooperation. In both 1987 and 1988 two such meetings took place : in Brussels, in January 1987 and May 1988, in Florence in October 1987, and in Lisbon in October 1988. The Florence meeting followed a 2-day EURYDICE seminar on the computerization of educational documentation prepared by the Italian Unit under the responsibility of the Commission and the Italian education authorities. The meeting in Lisbon included a demonstration of the computerization of information exchange within the EURYDICE network. This followed a 2-day EURYDICE seminar on the Portuguese education system, organised by the Portuguese Unit in collaboration with the Commission. Discussions at the January 1987 meeting dealt in particular with the creation of on-line links within the network, and the development of the Community Education Data Base. At the May 1988 meeting the Commission announced its intention to propose a discussion on the reinforcement of EURYDICE's role

with regard to education cooperation and the achievement of the Internal Market of 1992 and the building of a People's Europe.

9. In addition to some 2,400 policy surveys provided by the network in response to some 200 formal requests in 1987 and 1988 many EURYDICE Units have taken the opportunity to exploit their growing stock of comparative information on education policy issues by producing European-wide overviews, analyses and thematic dossiers. Most National Units, with the assistance of the European Unit, have also continued to compile authoritative base dossiers on their Member State's education structures. The European Unit has put together a dossier on the main aspects of the Community Education Action Programme. These dossiers have been translated, and are being included in the Community Education Data Base at the European Unit, and sent to the National Units. In June 1988 the European Unit received new computer equipment which permitted the development of the computerization of the dossiers. The Community Education Data Base was also increased in 1987 and 1988 by 8,000 new items.

10. In 1987 and 1988 the EURYDICE network produced several new documents presenting the situation in each Member State and the Community as a whole. These provide information on such topics as: basic education; the school year; inspectors and head teachers; teacher's unions; foreign language teaching; the education of migrants and their families; illiteracy; the European dimension in education; access to higher education; financial support for higher education students; sabbatical leave; education for physically handicapped pupils; school administrative bodies; and education and technological progress. Various other EURYDICE documents were revised and updated, mostly to include information on Portugal and Spain. To coincide with the Greek Presidency of the Council in the second half of 1988, a new edition of "The Greek Education System" was produced. EURYDICE also prepared a directory for the Commission of the centres in the information network on new information technologies and education, EURYCLEE, and provided technical assistance to different experts undertaking or completing studies for the Commission.



11. Throughout 1987 and 1988 a major effort by the European Unit was the improvement and multiplication of EURYDICE Info (previously called EURYDICE News) and EURYDICE Communiqués. Four issues of the former were produced and fifteen of the latter. EURYDICE Info gives regular news of developments at Community level in the field of education and youth policy. In order to highlight the European added value brought to the education of young people it contains a special report on European projects in the Member State holding the Presidency of the Council and a centre dossier on a particular area of the Community Education Action Programme. This information complements the wide ranging coverage of the Social Europe series which is produced three times a year by the Commission and deals with all aspects of its social policies. In addition, the European Unit assisted the Commission in the production and dissemination of the video "European Community Education Cooperation : the First Decade" and its accompanying booklet. These form part of the multi-media information stand on the Education Action Programme presented by the European Unit, often with the help of the respective National Units, at some 50 Commission conferences and meetings in the various Member States. The European Unit sent some 3,500 documents to the National Units, and over 150,000 documents in answer to individual requests.

12. The Commission and the Council of Europe have continued to jointly manage the EUDISED Multilingual Thesaurus, to which the Commission provides a financial contribution. The EUDISED Thesaurus was further developed during 1987 and 1988 with the technical assistance of the EURYDICE network. In particular, a meeting of a group of specialists in the terminology of the new information technologies was held in June/July 1987 at the European Unit to prepare an extension of the Thesaurus in this field. A new edition of the whole Thesaurus with the new title EUDISED-EURYDICE multilingual Thesaurus is under preparation and should be published in 1989.

13. Cooperation with the European Centre for the Development of Vocational Training (CEDEFOP) in Berlin has been further developed so as to ensure coherence between the education and training data bases. A first European conference on education and training data bases was held by the Commission in Berlin in June 1988. Representatives of EURYDICE and CEDEFOP

examined the method of producing automated national and Community dossiers on the vocational training structures to complement the dossiers on education structures already established by EURYDICE. In addition, EURYDICE continued to cooperate with the Statistical Office of the Community (SOEC). In particular, the European Unit contributed to the chapter related to education in the publication "Europe in Figures" produced by the SOEC in 1987.

#### Educational Statistics

14. As already mentioned above, the SOEC produced a new publication "Europe in Figures" in 1987. Aimed at the 15 to 20 age group, it seeks to provide in about 60 pages a broadbrush picture of the European Community, how it functions, and its socio-economic position compared with the world's other large economic entities. Two pages are devoted to education, with data on the evolution of the total school population over the last 15 years, on the proportion of girls in full-time education, and students' choice of subjects in higher education. The data is presented in graphic form, with simple tables and readable summarised texts. Where the use of technical terms has been found necessary, they are systematically explained. The publication is available in the nine official languages of the Community. The SOEC has also published a bulletin: "Rapid statistics" which presents the situation of full time education in the European Community (Rapid statistics: Population and social conditions n° 1-1988).

15. As for vocational training, the SOEC has prepared eight questionnaires to collect information about vocational training. These questionnaires have been completed with administrative data in some Member States and, after analyses of the results, they were revised. All Member States have now been invited to complete the revised questionnaires. CEDEFOP has been collaborating with the SOEC on this work.

16. In addition, other documents of a statistical nature have been compiled for the Commission's services using various sources of information. These include a survey on pupil participation in all 12 Member States.

(ii) INTRODUCTION OF NEW INFORMATION TECHNOLOGIES IN SCHOOLS

1. At the end of 1984 the Commission had adopted a work programme for the period 1985-1987 designed to implement the Council Resolution of September 1983 on "measures relating to the introduction of new information technologies (NITs) in the school systems" (<sup>1</sup>). Based on a report of activities undertaken at national and Community level from 1983 to 1986, in November 1986, the Council adopted a programme for 1987-88. Community action centres on four strategic areas : the incorporation of new information technologies in teaching practice and school curricula; the training of teachers and trainers; software, courseware and hardware systems; and the economic implications of the introduction of the NITs in education and development strategies.

2. In this context, an official working group has been established and meets regularly to advise the Commission on the development of Community action and to ensure the link with national initiatives in this field. The group, consisting of national officials responsible for the introduction of NITs in their respective Member State and the heads of the centres designated in each Member State to the information network specialized in NITs and education, EURYCLEE, met twice in both 1987 and 1988.

3. EURYCLEE was set up in 1986, with one or more centres designated in each Member State. Based on the model of the EURYDICE network, it is accessible to any interested person. Its task is to select, store and exchange information relating to the introduction of NITs in schools in the Member States. A brochure presenting the network has just been published for the Commission by the European Unit of EURYDICE.

4. Four European Summer Universities took place in 1987 and 1988 with the assistance of the Commission in the framework of its programme for the new information technologies and education. The first was in Glasgow, Scotland, in July 1987 with the aim of designing and producing fully documented and

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<sup>1</sup> COM (84) 722 final / OJ C 256 of 24.09.1983.

tested educational software which can be used throughout Europe. The development of 13 software units was completed during the Summer University and these have since been tested in the Member States. The second Summer University was held in Liège, Belgium, in September 1987 and allowed a broad exchange of experience between educational practitioners (teachers, headteachers, inspectors) and researchers involved in projects to introduce the new information technologies in primary education. The University focused on the following themes : the influence of the environment on experiments in progress; the in-service training of teachers; the organisation of teaching and learning with the new information technologies; the cognitive, affective and social benefits to the pupils; the process of introducing the new information technologies in schools. Case studies presented at the Summer University have been made available by the Commission in the form of a practical guide for teachers. The third Summer University, which dealt mainly with the development of a common methodology for the production of educational software in sciences, mother tongue and foreign languages was organised in Paris, France, in July 1988. The final Summer University, on the training of teachers of 5 to 14 year-olds in new information technologies took place in Gent, Belgium, in September 1988. The Commission invited researchers from all 12 Member States, and the heads of the EURYCLEE centres to come together to consider the materials, methods and strategy to be used in teacher training.

In addition, two further European University meetings were held: in Tübingen, FRG, in October 1987 and in Maine, France, in November 1988. Both dealt with the effect which Intelligent Tutoring Systems (ITS) have on the treatment of general educational questions and the development of study programmes and teaching strategies. The aim was to integrate current approaches and findings and to consider the prospects for the use of artificial intelligence and cognitive psychology in education. Ongoing research projects were presented and their educational implications debated.

5. Several seminars also took place in the context of the programme. The first, on the implications of new information technologies for teacher training, was held in Madrid, Spain, in November 1987. This seminar focused on the computer as a tool for teaching and learning, rather than on computer

science curricula. Special attention was paid to the participation of girls and women teachers with reference to the European Community programme for equal opportunities between boys and girls at school. The second, concerning the classroom use of wordprocessors, particularly in lower secondary education, was organised in Soest, FRG, in December 1987. Three case studies, from Denmark, FRG (North-Rhine Westphalia) and the UK, formed the basis for discussion. Through participants' reports on the application of wordprocessors in a variety of subject areas, together with an examination of the implications for teachers and the demands made upon education systems in different contexts, the seminar brought to light the rich variety of classroom strategies and experiences in this area. The final report on the seminar emphasised the value of wordprocessors for non-vocational education and outlined some characteristics of good educational wordprocessors. The third, on the application of interactive video systems to support learning in schools was held in Cultna, Northern Ireland, from 28 September to 1 October 1988.

6. A major European colloquium, "EDITE 87", for European policy-makers, took place in Coimbra, Portugal, in December 1987, with the aim of evaluating the achievements of the first stage of the programme, and considering the implications and strategies for future action. Participants (including national officials responsible for NITs and education and the heads of EURYCLEE centres) expressed concern about the need for criteria to assess effectiveness and discussed evaluation strategies.

7. Finally, a special meeting involving young people aged 15 to 18 from all Member States was organised in the UK in July 1987. This event, which included visits to industrial and scientific complexes, enabled the participants to learn about the recent developments in new technologies in industry as well as the most advanced scientific research.

8. Action research intended to stimulate the interest and participation of girls in school activities linked to the NITs was launched by the Commission in most Member States in January 1987. The final report, covering the period January 1987 to June 1988 was presented by the working group of national officials and the equivalent group for equal

opportunities between girls and boys. Because of the interest in this innovatory initiative, it was extended to the 1988/89 academic year.

9. The Commission continued to organise study visits on this theme within the context of the ARION programme, and also organised longer study visits (3 months) for high-level personnel of all Member States to the most advanced centres in Europe.

10. Two practical guides for secondary school teachers have been produced for the Commission. One is on the application of the new information technologies in the human sciences, by experts in the UK; the other on the use of computers in science education, by experts in the FRG.

11. A final report on progress at Member State and Community level in this field was presented by the Commission to the Education Committee at the end of 1988.

(iii) EQUAL OPPORTUNITIES FOR GIRLS AND BOYS IN EDUCATION

1. A Resolution to promote equal opportunities for girls and boys in education (<sup>1</sup>), the first major Community commitment to action in this field, was adopted by the Council and Ministers for Education on 3 June 1985. The Resolution, which complemented existing Community policies regarding employment and training, requires Member States to implement a range of policies and specific measures to be taken by the Commission to support national efforts. Actions on these lines launched in 1987 and 1988 were pursued on the basis of discussions with the Working Group of national representatives established to oversee the programme. A report on the first two years' work was sent to the Council in December 1988.

2. Three priority areas were defined in the programme - making all participants in the education process aware of equal opportunities; educational guidance for girls, especially to help their entry into scientific and technical disciplines; and teacher training. Commission initiatives to implement the Resolution in 1987 and 1988 in these areas covered:

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<sup>1</sup> OJ C 166 of 05.07.1985

- a poster competition held jointly in Greece, Spain, Ireland and Portugal, to make schools and families aware of equal opportunities. The competition mainly concerned secondary schools, but also covered primary schools in Spain. The winners from secondary schools were invited by the Commission to spend a week in Brussels in September 1987, while winners from primary schools in Spain spent a week at a tourist site in Spain. 5000 copies of an art brochure containing the best posters were published and distributed in all Member States.
  
- action research launched in January 1987 in 10 Member States (excluding Luxembourg and the Netherlands) to stimulate girls' interest and participation in educational activities linked to new technologies. The action research comprised two stages: a preparatory phase from January to June 1987 to create and test questionnaires and other instruments such as videos and role games; and an operational phase from September 1987 to June 1988. An assessment report was presented in September 1988, which demonstrated the success of the action research. As a result, the Commission has indicated to Member States its willingness to finance further activities during the 1988/89 school year and proposals are being received from national ministries to this effect.
  
- cooperation with European teacher associations with a view to launching Commission action. A European colloquium was organised with the CSEE (Comité syndical européen des enseignants) in May 1987 which brought together some hundred persons and resulted in numerous proposals concerning teacher training. A report was prepared by the ATEE (Association for Teacher Education in Europe) on the integration of equal opportunities in education into teacher training in cooperation with national officials. This described the situation existing in the Member States and proposed strategies for future action.
  
- following this report, which was presented to the Commission by the ATEE in 1987, a new research action on the integration of equal opportunities into the preservice and in-service training of teachers was agreed upon in 1988 by the Working Group set up to oversee the 1985 action

programme and is now under way. Nine Member States are so far participating in the research action and proposals from the remaining three States are anticipated early in 1989; the various projects in the participating Member States involve serving and trainee teachers, as well as inspectors and a teacher's union. The projects will be completed by the end of the 1988/89 academic year, and the conclusions of the report produced will help to establish future directions for this research action.

3. Within the context of cooperation with parents' associations a European colloquium was organised by the FAPEO (Fédération Nationale des Associations de Parents d'Elèves de l'Enseignement Officiel) and the UIOF (Union Internationale des Organismes Familiaux). The conclusions of the colloquium, to be published by the FAPEO, also contain numerous proposals for future action.

4. Community assistance was also given in 1987 and 1988 towards the following:

- the organisation of a seminar on educational and careers guidance for girls by "Progetto Donna" in Rome, Italy, in March 1987;
- action research in nursery schools in Belgium, Italy and Portugal aimed at diversifying small children's concepts of male and female roles;
- the completion of an inventory of studies, research and teaching regarding women at university and non-university level throughout the Community, carried out by CAHIERS DU GRIF; a European colloquium on the development of women's studies in the Member States will be held in Brussels, Belgium, in February 1989;
- an investigation by CREW (the Centre for Research on European Women) of the role of informal, out-of-school initiatives in promoting equal opportunities in education in all 12 Member States;
- a research action by IRPEC-EUROPE on equal opportunities for girls of foreign origin at primary school level in 1988; this followed the successful research action involv-



ing girls at secondary school level completed in 1987 which resulted in a practical guide for teachers.

5. The European Unit of EURYDICE continued in 1987-88 to assist the Working Group in the development of statistical bases. A study of the distribution by sex of headteachers and school inspectors has been completed, and work has now begun on a breakdown by sex of pupils in secondary and higher education according to subject choice.

(iv) INTEGRATION OF THE HANDICAPPED INTO NORMAL SCHOOLS

1. On 13 May 1987 the Commission published a Communication concerning the integration of disabled children and adolescents in the normal school system <sup>(1)</sup>. Following on from this, Conclusions on a programme of European cooperation in the educational integration of handicapped pupils <sup>(2)</sup> were adopted by the Council and Ministers of Education at their meeting on 14 May 1987. The programme, targeted at some of the over 30 million people ( $\pm$  10% of the total Community population) affected by disabilities to offer them additional chances for success, encompasses four major themes:

- the relationship between special education and integrated situations in normal education;
- teacher training and parental participation;
- the development of educational curricula and methods;
- the study of the social and physical barriers to the integration of handicapped persons.

2. In April 1988 the Council adopted HELIOS <sup>(3)</sup>, an action programme (1988-1991) for the economic and social integration of the handicapped. Within the framework of HELIOS several networks for the exchange of experience between local pilot schemes have been set up. For the 1988/89 year the network

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<sup>1</sup> COM (87) 94 final

<sup>2</sup> OJ C 211 of 08.08.1987

<sup>3</sup> OJ L 104 of 23.04.1988

in the field of school integration will be based on the theme "learning environment" (teaching methods and organisation of learning). Each of the remaining three years will be based on one of the following themes: special education and integrated situations; teachers and parents; full school life. Twenty projects throughout the 12 Member States have been supported, including study visits, conferences and specialized seminars. Since the 1985/86 school year the Commission had already been supporting study visits on the school integration of the handicapped through the ARION programme. Another network involves twenty activities in the field of employment and vocational training and retraining.

3. Since 1984 the Commission has convened regularly a Working Party of national officials responsible for the coordination of national policies on the school integration of handicapped children. Meetings were held in Brussels in June 1987 and June and November 1988. Heads of the local pilot activities were also invited to the latter. In addition, joint discussions were organised with the European Community Liaison Group on Disability to ensure coordination between work in the field of education and other sectors such as training, employment and independent living.

4. In 1988 the Commission established a Group of Experts to assist in the implementation of HELIOS. Through the network of local pilot initiatives and also the network of centres for the vocational training and retraining of the handicapped, in existence since 1975, the Commission aims to give added value to national efforts and achievements by promoting innovation, increasing exchange of experience and intensifying the dissemination of information on successful experiments.

5. Information exchanges are assured by the Commission with the assistance of EURYDICE and HANDYNET. HANDYNET was set up under the first action programme for the handicapped in 1985 to deal with the exchange of information and experience, and promote cooperation between the Member States on the social, cultural and economic integration of the disabled. HELIOS now also includes a network of centres for the vocational training and retraining of the handicapped. It has two basic functions: to establish an on-line multilingual data base

throughout the Member States on technical aids for the physically disabled; and to develop education integration models, including software packages. The latter activity is carried out in cooperation with EURYDICE.

6. With the adoption of HELIOS, the Commission will combine the two information bulletins concerning the handicapped - Interact News, on the network of district projects for the insertion of disabled people into active life, and the Journal of the centres for vocational training and retraining. A single review, under the name of HELIOS, will be more widely distributed (100,000 copies) and include articles on news in the sector of special education. The first number of this new review will be issued early in 1989.

7. Active collaboration in the use of new technologies for young disabled continued to be a priority. In this context, the annual conference, organised by the Commission in collaboration with the Danish authorities in October 1988 in Aarhus, Denmark, was on the theme "The new technologies and their role in the promotion of school integration". The conference called, inter alia, for a data base network to be set up under the umbrella of HANDYNET.

8. The Commission also continued to assist in the organisation of exchanges between representatives of non-governmental organisations concerned with the education of the handicapped. These include EASE (European Association for Special Education), and ATEE (Association for Teacher Education in Europe).

#### (v) EDUCATION OF THE CHILDREN OF MIGRANT WORKERS

1. The Council Directive <sup>(1)</sup> on the education of migrant workers' children, adopted in 1977, imposed three main

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<sup>1</sup> Council Directive 77/486/EEC of 25.07.1977 /  
OJ L 199 of 06.08.1977

obligations on host Member States in relation to the children of Community migrants : the provision of free tuition to facilitate initial reception, including in particular the teaching of the official language of the host state; the training and further training of teachers responsible for migrant children; and the promotion, in cooperation with the state of origin, of the teaching of the mother tongue and culture of the migrant child. Although outside the scope of the Directive per se, a statement made by the Council at the time of the Directive's adoption expressed the political will of Member States to seek to achieve the aims of the Directive with regard to all children irrespective of country of origin. A second report on the implementation of this Directive was presented by the Commission to the Council and European Parliament at the end of 1988.<sup>(1)</sup>

2. As part of its Education Action Programme, the Commission has organised a series of pilot experiments, colloquia and meetings of experts on the education of migrants' children. Pilot experiments in progress or recently completed focus on the following themes :

- improving the integration of migrant children into pre-school, primary and secondary education;
- the development of curricula and teaching material for mother tongue teaching;
- tuition for migrant children returning from abroad;
- teacher training.

In 1987 pilot experiments were launched by Spain and Portugal, which means that all "countries of emigration" are now involved in drawing up and developing curricula for teaching the mother tongue and culture. A new pilot project was launched in 1988 in three secondary schools in French-speaking Belgium. Full funding was granted for a preparatory year on the basis of a successful equivalent project in Dutch-speaking Belgium in 1987-88. Both projects are developing modules for the introduction of mother tongue teaching

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<sup>1</sup> COM (88) 787 final

and intercultural education in the secondary curriculum and for support for second language learning.

At present, a total of fifteen projects are being supported by the Commission.

3. Three European colloquia, organised by the respective national authorities in collaboration with the Commission, within the context of pilot experiments completed in 1987 and 1988, presented different models for teaching the language and culture of origin. In Hengelhof, Belgium, in April 1987, participants (senior officials and experts from all Member States) examined original ways of teaching ordinary subjects such as geography and civics in the language of origin. In Coventry, UK, in September 1987, they took an in-depth look at the curricula, teaching materials and examination conditions needed for the teaching of community languages in secondary education. In Ioannina, Greece, in October 1988, a colloquium discussed appropriate aims, teaching strategies and learning materials for the teaching of their mother tongues to the children from migrant families. It was widely agreed that such teaching should be closely coordinated with mainstream teaching and that it should aim to develop the pupils' ability to participate fully in the social and cultural life of their communities.

4. At the request of the Education Committee, the Commission convened a first meeting of senior civil servants from all Member States with responsibility in the area of the education of children from linguistic minority backgrounds in May 1988. The role of this group will be to advise the Commission on the future development of its programme of pilot projects and to improve conditions for the implementation of the programme's results.

5. At the Education Council meeting on 23 November 1988, the education of children from migrant families was discussed at the request of the Greek Presidency. The Presidency suggested that while the overall aim of equality of opportunity should be pursued even more rigorously in the run-up to the completion of the Internal Market, the time had come to re-examine the assumptions underlying established practices and policies in this area. It was most important to realize that these

children represent a contemporary European reality in education, and that their presence constituted not just a challenge but also a potential resource for the European dimension in education. The Commission was invited to submit a detailed proposal to the Council to increase the impact of the future programme of pilot projects.

6. The ECCE (Evaluation Comparée des Communautés Européennes) group of experts and specialists from Member States set up in 1986 to carry out an independent comparative evaluation of pilot experiments continued its work throughout 1987 and 1988 and will present its final report during the first half of 1989. It submitted an initial interim report to the Commission in August 1986 and, during 1987, produced an inventory of the pilot experiments subject to comparative evaluation "Summary of Pilot Schemes : School provision for the children of migrant workers and intercultural education". An up-dated version of this is currently in preparation. Also, the members of the group of experts have increasingly acted in an advisory capacity to projects where this was requested by project co-ordinators. The final comparative evaluation report is expected for April 1989.

**(vi) EDUCATION OF CHILDREN WHOSE PARENTS HAVE NO FIXED ABODE**

1. The European Parliament has on several occasions drawn the attention of the Commission and the Council to the difficulties faced by parents of no fixed abode in ensuring the education of their children.

2. A study of the educational situation of the children of gypsies and travellers was carried out in 10 Member States in 1984 and 1985. A separate study on Spain and Portugal has just been completed. The French version of the study was published in 1986 and the English <sup>(1)</sup>, Italian and Spanish versions in 1987. A German version is being prepared. On the basis of this study an exchange of views between senior Ministry of Education officials from the Member States and

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<sup>1</sup> ISBN 92-825-7550-0; Office for Official Publications of the European Communities. Catalogue n' CB-47-86-042-EN-C.

representatives of gypsy and travelling communities was organised by the Commission in July 1987 and May 1988. The documentation resulting from these meetings was used to draw up Commission recommendations and guidelines for action at Member State and Community level to promote an education policy which pays equal regard to the culture and lifestyle of gypsies and travellers as to that of any other citizen. Initial discussions on these have taken place during two meetings of the Education Committee in 1988. The Commission has encouraged the exchange of information and has supported certain initiatives taken by Member States or non-governmental organisations in this field.

3. Another study was launched in 1985 to provide a picture of the educational situation of other categories of children whose families have no fixed abode, one part covering rivercraft and circus people, the other covering fairground people and travelling merchants. The first part, completed in 1986, but not yet published, formed the basis of discussions at a meeting held by the Commission in Brussels in March 1987; the second part, completed in October 1987, was discussed at a further meeting in Brussels in May 1988. The Education Committee will discuss the results of these meetings during the first half of 1989.

(vii) MEASURES TO COMBAT ILLITERACY AND SCHOOL FAILURE

1. A report on progress achieved in the fight against illiteracy at Community and Member State level, together with a Community programme to combat illiteracy, was adopted by the Education Council of 14 May 1987 <sup>(1)</sup>. This report had been drawn up by the Commission with the assistance of the Working Group of national officials and experts set up to support the efforts of the Member States in the field on the basis of measures adopted to combat illiteracy by the Education Council of 4 June 1984. The Working Group, which concentrated its attention mainly on preventive measures at primary and secondary level as well as adult education, has met on several occasions in 1987 and 1988.

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<sup>1</sup> OJ C 211 of 08.08.1987

2. In 1988 the Commission has been preparing and implementing action research on the prevention of illiteracy and school failure from primary school to adult education. The aim is to help put researchers who carry out work on basic learning difficulties in direct contact with practitioners. The 17 projects involved, presented by the 12 Member States, deal with the impact of preventive measures for the most disadvantaged. At the invitation of the Commission the group of researchers and coordinators of the action research held two meetings in Brussels in 1988.

3. The first European colloquium on the fight against illiteracy was organised by the Commission, in cooperation with the Greek authorities, in Athens in September 1987. The colloquium, which brought together some hundred participants, mostly national officials, from all Member States focused on: paths towards illiteracy; adult illiteracy and literacy training; social interaction and learning to read; initial and in-service training of primary teachers. It called, inter alia, for an increased Community exchange of information and teaching materials; for flexible, differentiated individualised programmes; increased emphasis on teacher training and exchanges; and programmes including educational measures to tackle the social poverty which breeds illiteracy. A full report containing numerous proposals has been distributed.

4. A summer University "Writing and first contacts with the written word" was organised by the Commission in cooperation with the University of Toulouse Le Mirail, France, in July 1988. The 50 participants from all 12 Member States, including those involved in the action research, made a number of proposals for Community cooperation in this field. As a follow-up, the Commission, in cooperation with the University of Barcelona, Spain, is carrying out a study on effective methods and practices in teaching reading in the first year of primary education.

5. A set of Conclusions on school failure (<sup>1</sup>), also adopted by the Council and Ministers of Education on 14 May 1987, called on the Commission to present a Communication on this problem concerning the significant number of educationally unqualified young Europeans leaving the school system who

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<sup>1</sup> OJ C 211 of 08.08.1987.



face an increasingly demanding labour market in terms of training. To this effect, the Commission has recently completed a study on national measures designed to prevent school failure. This analyses in particular the criteria for, and the success and failure of, the reforms and experiments involved. It recommends the creation of a permanent resource centre to analyse experiments in progress, prepare and disseminate documentation, and encourage and link university research. A guide for practitioners (teachers, teacher trainers) to some 50 actions to prevent illiteracy and school failure is to be drawn up.

(viii) MEASURES TO IMPROVE FOREIGN LANGUAGE TEACHING

1. Knowledge of foreign languages is a key factor in cultural, economic, technical and scientific cooperation between the citizens of Europe as well as in the creation of a People's Europe and the achievement of the Internal Market in 1992. On 4 June 1984 the Council and Ministers of Education adopted Conclusions <sup>(1)</sup> aimed at giving fresh impetus to action in this field.

2. A group of experts and senior officials designated by Member States and responsible for the teaching of foreign languages was established in 1986 to facilitate the implementation of these Conclusions. It has met on several occasions at the invitation of the Commission to examine priority areas for increased cooperation at Community level, in particular:

- ways to offer the maximum number of future language teachers, during their initial teacher training, the possibility of spending a substantial period in a higher education institution in the country whose language they propose to teach;
- ways to improve in-service training of existing foreign language teachers;
- the encouragement and extension of foreign language assistant schemes;
- study visit programmes for national, regional and local officials responsible for foreign language teaching;
- meetings of officials, teacher trainers and experts on

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<sup>1</sup> European Education Policy Statements  
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methods and practice of foreign language teaching;  
- pupil and teacher exchanges.

3. A network of foreign language information centres was called for in the Conclusions of 4 June 1984. Since several Member States have still to designate their centre(s) it has not been possible for this network to become fully operational in 1987 and 1988. However, those centres that have been designated do cooperate with the EURYDICE network on an ad hoc basis.

4. The Education Council on 24 May 1988 discussed the question of foreign language teaching on the basis of a report from the Education Committee on the workings of the group and of a Communication from the Commission on foreign language teaching<sup>(1)</sup>. In its document the Commission highlighted the inadequate provision of language teaching in the Member States, both as regards quantity and quality and proposed measures to be taken at Member State and Community level to improve this situation.

5. Following the Council's discussions, on 21 December 1988 the Commission adopted a programme to promote the teaching and learning of languages in the Community, called LINGUA<sup>(2)</sup>. It is proposed that the first phase of the programme will last five years (1990-1994) with an estimated budget of 250 million ECU.

The two central aims of the programme are:

- to increase the capacity of the Community's citizens to communicate with each other by a quantitative and qualitative improvement in the teaching and learning of foreign languages;
- to ensure that the present and future workforce acquires the necessary levels of foreign language expertise in order to enable enterprises to take full advantage of the opportunities offered by the Internal Market.

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<sup>1</sup> COM (88) 203 final

<sup>2</sup> COM (88) 841 final

The programme defines a common set of principles to be applied by the Member States. Community action is designed to reinforce the individual efforts of Member States and to develop the crossfrontier cooperation necessary to underpin actions by Member States. It concerns four areas:

- promotion of the linguistic training of young people: pupil exchanges, in-service training of foreign language teachers, teaching materials, etc;
- reinforcement of the European university network and the development of initial teacher training for foreign language teachers within the framework of the ERASMUS programme;
- promotion of foreign language teaching and learning in economic life;
- development of complementary measures to promote innovation for the improvement of the teaching and learning of foreign languages.

(ix) MEASURES TO SUPPORT LESSER USED LANGUAGES AND CULTURES

1. A Resolution "on the regional and ethnic minority languages and cultures of the European Community" was adopted by the European Parliament on 30 October 1987 <sup>(1)</sup>. Further to the Resolution of October 1981 on a Community Charter of regional languages and cultures and of ethnic minorities' rights <sup>(2)</sup>, the new Resolution includes, in particular, guidelines for Community action in the area of cultural and educational policy. Since 1983 the European Parliament has provided for an article in the Community budget for the Commission to implement the programme contained in the Resolution of October 1981. From 100,000 ECU in 1983, the budget was 710,000 ECU in 1987 and 810,000 ECU in 1988.

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<sup>1</sup> OJ C 318 of 30.11.1987

<sup>2</sup> OJ C 287 of 09.11.1981.

2. The Commission supports activities in favour of regional languages and cultures carried out in collaboration with the European Bureau for Lesser Used Languages, an independent body with its headquarters in Dublin, Ireland, and national committees in Belgium, Denmark, the Federal Republic of Germany, Spain, France, Ireland, Italy, the Netherlands and the UK, which receives financial support from the Commission and grants from the Irish and Luxembourg governments. The Bureau's Council meets annually with the Commission's services and its executive secretary regularly attends the meetings of the "minority languages and cultures" intergroup set up within the European Parliament. The specific actions of the Bureau include, inter alia, the publication of "Contact", a newsletter, and the organisation and administration of Commission study visits.

3. The following activities were supported in 1987 and 1988:

- bilingual educational pilot experiments, involving the teaching of lesser used languages in pre-school and primary education, the development of teaching methods and materials, and the initial and in-service training of teachers;
- cooperation with the media;
- exchanges of information, views and experience, including a series of colloquia;
- an annual programme of study visits, involving 70 persons promoting lesser-used languages, some 12 of whom are invited by the Commission to discuss the operation and interest of the visits;
- the establishment in Autumn 1987, of a network of information and documentation centres on Community regional languages and cultures, MERCATOR, which groups five partners each covering a geographical area and a theme of general interest.

4. During 1986 and 1987 the Frisian Academy, in collaboration with the European Bureau, assembled critical descriptions of 35 models for teaching regional languages. These formed the basis for discussions at the colloquium on

tion in Leeuwarden, the Netherlands, in April 1988. The report "Linguistic minorities in countries belonging to the European Community" was completed by a study on regional languages and cultures in Greece, Spain and Portugal. The Spanish version was completed by Barcelona University at the end of 1988. Other language versions will be available at a later date. A report of all these activities has been prepared for the European Parliament.

(x) PROMOTION OF THE EUROPEAN DIMENSION IN SCHOOLS

1. Union among the peoples of the European Community can only be achieved if its citizens understand something of political, social and cultural life in other Member States. If young Europeans are to be informed about the goals of European integration and the way the Community institutions act, the European dimension must be part of their education.

2. Two important events have given impetus so far to the Commission's efforts to promote the European dimension in schools: an action programme was agreed by the Ministers of Education on 3 June 1985 <sup>(1)</sup> and the report of the ad hoc Committee on a People's Europe was adopted on 28 and 29 June 1985 by the Heads of State and Government which reiterates this agreement <sup>(2)</sup>. The Education Committee was asked to submit a report on progress in this field every two years, and presented an interim report to the Education Council on 14 May 1987. The Ministers of Education took note of this and requested the Education Committee to present a final report in 1988. The Subcommittee on the European dimension, set up by the Education Committee in June 1986, finalized its report and on 24 May 1988 the Education Council adopted a Resolution on the promotion of the European dimension in education <sup>(3)</sup>.

3. The Resolution seeks to increase young people's information and understanding about the Community through a series of concrete measures over the period 1988-1992, in such areas

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<sup>1</sup> European Education Policy Statements,  
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<sup>2</sup> SN 2536/3/85

<sup>3</sup> 9579/88 (Presse 183)/OJ C 177 of 06.07.1988.

as curricula, teaching material, teacher training, and contacts and meetings between pupils and teachers of different Member States. The Commission will provide support for cooperation and exchange of information in this area. It will be assisted by a Working Group of competent representatives from the Member States. This group met for the first time in Brussels in February 1989.

4. A European conference on the European dimension was organised by the Commission and the Ministry of Education and Science of the Netherlands in Maastricht in June 1987. Senior national officials with responsibilities in the field and experts from all Member States came together to examine how the European dimension can be enhanced in primary and secondary education. It was the first conference where national officials and members of non-governmental organisations (NGOs) were both present, and improved cooperation and coordination at national and European level was also an important point of discussion. The main conclusions and recommendations cover curricula, extra-mural activities, the initial and in-service training of teachers and teaching material.

5. A further European conference, entitled "Educating tomorrow's young people" took place in Maastricht, in November 1988. This brought together secondary headteachers and senior officials from all 12 Member States to discuss the growing importance of the European dimension in the run-up to 1992, and resulted in the creation of a "European Association of Secondary School Headteachers".

6. In 1987 and 1988, the European Parliament approved a limited budget to produce geographical maps of the Community for primary and secondary school pupils. Some 2,800,000 such maps were produced and distributed, partly through national Ministries of Education and partly during educational events organised by the Commission's Press and Information offices in the Member States.

(xi) HEALTH AND SAFETY EDUCATION

1. The Commission's activities in the area of health and safety education are based partly on Chapter III of the

Euratom Treaty (Health and Safety). On 23 November 1988 the Council and Ministers of Education adopted a Resolution on health education in schools (<sup>1</sup>). This Resolution is of major importance at a time when the majority of the Member States are faced with problems such as AIDS, drug and alcohol abuse. The Resolution aims to support pluridisciplinary measures of health education at all stages and sectors of school education, in particular by enhancing national activities through an exchange of information, experience and teaching materials between Member States, and pilot projects. In planning, implementing and exploiting these actions, and in order to achieve cooperation in this sector, the Commission will be assisted by a Working Party composed of representatives of the Member States.

2. Since 1985, the Commission, together with the Council of Europe and the European office of WHO, has been organising pilot projects on health education to prevent addiction. These aim at introducing health education in the school curriculum, involving the family and the wider community in order to teach children about the positive and negative aspects of drugs, tobacco, alcohol and medicines. In May 1987 and October 1988, evaluation meetings took place during which all participants recognised the great progress made.

3. The Commission organised a European seminar on safety in schools in Strasbourg in October 1988 at which representatives of all 12 Member States were present for the first time. After general debates on safety precautions, participants discussed in more detail safety in school buildings and equipment, and in scientific, technical and vocational teaching.

4. In November 1988 the Commission organised a meeting on alcohol-related problems. The aim of this was to give experts the opportunity to prepare a training course for primary healthcare personnel to enable them to deal with problems of this kind.

5. During Europe Week (1 to 8 May 1988), certain actions were carried out on a pilot basis in schools in Denmark, France and Ireland to make teachers and pupils aware of

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<sup>1</sup> OJ C 32 of 05.01.1989

cancer prevention through behaviour and way of life. Brochures and the European Code were distributed and films and cartoons were presented and explained. These actions will be continued and extended within the context of preparations for the European Year of information on Cancer (1989). Various conferences are also planned.

6. In order to improve training about cancer for healthcare personnel and medical students, two important actions were carried out in 1988: three advisory committee reports (doctors, dentists, nurses) were adopted which will be used by the Commission to make precise recommendations to improve the training and role of healthcare personnel; a conference organised by the Commission in May 1988 in Bonn resulted in cancer specialists and heads of medical faculties reaching a consensus regarding the improvement of basic training about cancer for medical students.

(xii) ENVIRONMENTAL EDUCATION

1. Since 1973 the Community's Environmental Action Programmes have underlined the importance of environmental education. In the 4th Action Programme (1987-1992) and the Council Resolution of 19 October 1987 <sup>(1)</sup> education is considered a priority area for Community action with regard to the environment. A Resolution on environmental education was adopted by the Council and Ministers of Education on 24 May 1988 <sup>(2)</sup>. This aims to increase public awareness of the problems relating to the protection and improvement of the environment through action in all sectors of education, including vocational training and adult education, at Member State and Community level. In order to ensure that the political will expressed through this Resolution really leads to concrete action, in the context of Community action on the environment, the Commission has presented a proposal for a Council Decision on preventing environmental damage by the implementation of education and training measures <sup>(3)</sup> which should be examined in the near future. Its essential aim is

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<sup>1</sup> OJ C 289 of 29.10.1987

<sup>2</sup> OJ C 177 of 06.07.1988

<sup>3</sup> COM (88) 202 final



to ensure that the education systems encourage the citizens of Europe to behave in such a way as to protect the environment. The objective of actions to be taken at Community level is to promote the comparison and exchange of experience gained at national level.

2. Certain actions have already been taken in the framework of the European Year of the Environment from March 1987 to March 1988. These concerned, inter alia, training for teachers and union representatives. In addition, a special issue of the publication "Milieu" with articles on the network of pilot schools established from 1980 to 1986, and a publication "Living beings as indicators of the quality of the environment in Europe" were produced. Various educational projects were also supported in the context of the Community's environmental policy (10 in 1988), such as a seminar on the idea of environmental education in European schools in Rome, Italy, and an education project on the theme of community reconciliation through environmental awareness carried out by the Curriculum Development Unit of the University of Dublin, Ireland. The Commission also participated in different colloquia and seminars held under the responsibility of national organisations, and had contacts with numerous public and private, national and international bodies active in the field of environmental education.

(xiii) CONSUMER EDUCATION

1. Consumer education has been part of Community action for consumer information and protection since 1975 when it was defined as one of five fundamental consumer rights <sup>(1)</sup>. In 1979 a network of pilot schools was set up to experiment and test the best methods of education for the young consumer. The Resolution on consumer education in primary and secondary schools adopted by the Council and Ministers of Education on 9 June 1986 <sup>(2)</sup> defines the Community action to be taken in the medium term in this field.

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<sup>1</sup> OJ C 92 of 25.04.1975

<sup>2</sup> OJ C 184 of 23.07.1986

2. A colloquium on consumer education was organised in May 1988 in Madrid, Spain in order to evaluate the new teaching material required to introduce this subject in the curriculum. At the same time the first European exhibition of teaching material for consumer education was held. These events brought together some 150 participants, representatives of industry, teaching material producers and teachers to exchange views and information. They concluded unanimously that the young should receive consumer education at school, either as an integral part of existing subjects or separately. Participants also called for an advisory committee on consumer education to be established and for consumer education to be extended to vocational training, adult education and university.

3. In July 1988 a meeting of experts on consumer education was held in Brussels. They proposed that a committee should be created to coordinate at Community level between those responsible for education and those actually occupied with consumer education.

4. In several Member States (Belgium, Denmark, Spain, France, Ireland, Portugal and the United Kingdom) the Commission has supported pilot experiments to train teachers in education for the young consumer. These have confirmed the real need for consumer education for teachers as well as for their pupils.

(xiv)        EUROPEAN SCHOOLS

1. The first European School was established at Luxembourg in 1953 for the children of the officials of the European Coal and Steel Community. In 1957 the future of this and later schools was secured by the Statute of the European Schools, a treaty signed by the Member States of the Community.

2. There are now nine schools. The schools, which are organised in primary and secondary departments, were set up to provide free education for the children of officials of Community Institutions or the European Patent Office. Other

children may be admitted subject to the availability of places and the payment of fees. The schools are administered by a single Board of Governors consisting of delegations from Member States and the Community Institutions. On 1 September 1988 there were 13,829 pupils in the various European Schools, a rise of 360 compared with 1 September 1987, and 1,450 teachers.

3. The only formal educational qualification offered by the schools is the European Baccalaureate, which is awarded only by the European Schools and should be distinguished from the baccalaureates of the various European countries. The Statute of the European School provides that the European Baccalaureate be recognised as equivalent to the diplomas awarded at the end of secondary education by schools in Member States, and hence that those who obtain it may seek admission to any university on the territory of the contracting parties.

The Board of Governors has decided to introduce, during the 1991/92 school year, an intermediate examination and corresponding diploma, the intermediate certificate, in all the schools in the fifth year of secondary education. The intermediate examination, which will be based on the subjects studied in the fifth year of secondary education and compulsory for all fifth year pupils, is a test of know-how, general knowledge and aptitude for further studies.

4. The curriculum is centrally controlled by the Board of Governors. Teaching is carried out through the medium of nine languages - Danish, Dutch, English, French, German, Greek, Italian, and from the 1985/86 school year, Portuguese and Spanish. Pupils are members of a language section, normally that of their mother tongue, in which they receive a large proportion of their education. From the first primary year, a second language (first foreign language) chosen from English, French and German is taught by native speakers using a direct method. It later becomes a pupil's language of instruction. The proportion of lessons followed in the mother tongue is generally rather above 50% in the first three years of the secondary school and thereafter will vary between approximately 40% and 70% depending on the course choices made. Syllabuses are harmonized so that the same programme is followed - or a comparable programme - whatever the language of instruction.

(xv) COPYRIGHT ON EDUCATIONAL MATERIALS

1. The Commission adopted a consultative document in June 1988, a Green Paper on Copyright and the Challenge of Technology (<sup>1</sup>), dealing with some copyright issues requiring immediate action. In particular, the chapters on rental rights in respect of audio and video recordings, the reproduction of sound and video recordings including off-air recording, the legal protection of computer programs and the copyright problems relating to the operations of computerized information systems are of direct interest to the educational sector.

At this stage, the Commission has not, however, engaged in a discussion on exemptions from copyright or exceptions to the definition of restricted acts in favour of educational institutions.

In view of the obligations of Member States under existing international conventions the access to copyright material by educational institutions is most productively promoted by means of voluntary licensing schemes.

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<sup>1</sup> COM (88) 172 final

### III. HIGHER EDUCATION

#### (i) COMETT (COMMUNITY ACTION PROGRAMME IN EDUCATION AND TRAINING FOR TECHNOLOGY)

1. The COMETT programme was formally adopted by the Council Decision of 24 July 1986 <sup>(1)</sup> for a three-year period commencing on 1 January 1987. The Council Decision gave further impetus to the actions already undertaken in the field of introducing the new information technologies in schools and in vocational training. It also represented an important step in the strengthening of European cooperation between universities and other institutions of higher education and industry. The COMETT programme was designed to contribute to the development of human resources and professional mobility in the context of the achievement of the Internal Market and the strengthening of social and economic cohesion in the Community, and to complement the various research and development programmes introduced by the Community such as ESPRIT, RACE, BRITE, DELTA, etc. COMETT is to be carried out in two phases over a period of four years. The budget available for 1987-1989 is 45 million ECU. COMETT has been operational since 1 January 1987.

2. COMETT has three main objectives :

- to promote a European identity, notably by stimulating the placement of students in firms located in other Member States;
- to foster economies of scale through new jointly-organised training programmes to combat specific skills shortages resulting from rapid technological change;
- to stimulate the exchange of experience between Member States in the field of university-industry cooperation in training.

3. At the beginning of 1986 a COMETT Committee, comprising two representatives from each Member State, was set up to

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<sup>1</sup> OJ C 222 of 08.08.1986.

assist the Commission in the implementation of the programme.

Several meetings have taken place throughout 1987 and 1988. In addition, the Commission established the COMETT Technical Assistance Unit in Brussels, to assist it in the practical implementation of the programme, and a network of COMETT information centres, one in each Member State, was created. In this context, the Commission publishes Guides for Applicants which have been forwarded to thousands of firms, universities and other interested institutions, and organises, in cooperation with the national centres, high-level information seminars in the Member States.

4. There were two rounds of application and selection in 1987 and one in 1988. 16 million ECU was earmarked for 1987 and 21.5 million ECU was available in 1988 to cover renewed projects for 1987 and the new projects accepted in 1988. Industry and university circles in all 12 Member States have expressed overwhelming interest in the programme, and the financial assistance requested far exceeds the resources available. Some 620 projects from a total of 2,400 presented were selected in 1987 and more than 700 from over 1,600 received Community aid in 1988. These cover the following :

- 125 "University-Enterprise Training Partnerships" (UETPs) set up in the Member States, either on a regional or sectorial basis;
- 2,400 transnational placements in enterprises for students and 120 transnational fellowships for personnel in universities and enterprises;
- 210 joint continuing training projects, either in the form of intensive training courses or operations of longer duration resulting in transferable teaching material;
- 100 multilateral initiatives for the development of multi-multimedia training systems, involving in particular new information and communication technologies and distance learning.

No call for applications was made with regard to the fifth area of action: additional information and evaluation measures. The fields covered by applications were highly

diverse, but a distinct preference was perceived for projects relating to industrial technologies, information technologies, biotechnologies, the environment, and the transfer and management of technologies.

Activity reports have been published for 1987 <sup>(1)</sup> and 1988 <sup>(2)</sup>.

5. In the light of the success of the first phase of COMETT, and after consultation with various interested bodies (including IRDAC, the industrial R+D Advisory Committee of the Commission of the European Communities, who formulated a specific opinion on the matter), on 19 July 1988, the Commission presented a proposal for a Council Decision to provide a second phase of the programme beyond 1990 <sup>(3)</sup> to deepen and broaden the achievements of the first phase. The success of COMETT was unanimously acknowledged by the Education Council on 23 November 1988. The second phase of the programme, COMETT II, was adopted by the Social Affairs Council on 16 December 1988 <sup>(4)</sup>. Its basic objectives are:

- to improve the supply of advanced training at local, regional and national level;
- to give a European dimension to cooperation between universities and enterprises in initial and continuing training relating to technologies, and their application and transfer;
- to encourage the joint development of training programmes and the exchange of experience;
- to raise the level of training in response to technological and social change.

For COMETT II a budget of 200 million ECU was provided for a period of 5 years (1990-1994), significantly more than was provided for the first phase (1986-1989).

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<sup>1</sup> COM (88) 36 final

<sup>2</sup> COM (89) 171 final

<sup>3</sup> COM (88) 429 final

<sup>4</sup> 10222/88 (Presse 211)

(ii) ERASMUS (EUROPEAN COMMUNITY ACTION SCHEME FOR THE MOBILITY OF UNIVERSITY STUDENTS)

1. The ERASMUS programme was approved by the Ministers of Education on 14 May 1987 <sup>(1)</sup> and officially adopted by the Council Decision of 15 June 1987 <sup>(2)</sup> with an estimated budget of 85 million ECU for the first three years (10 million ECU for 1987/88, 30 million ECU for 1988/89 and 45 million ECU for 1989/90). ERASMUS will be a programme without limited duration, thus reflecting the political commitment of the Community to a long-term investment in university cooperation. Due to its transnational dimension, ERASMUS like COMETT, represents an important step towards the achievement of the Internal Market. ERASMUS also provides a direct response to the mandate given to the Commission and Member States by the Milan European Council in June 1985, when it adopted the People's Europe proposals, and draws on the Commission's substantial experience in promoting cooperation in higher education through the grant scheme which it has operated since 1976.

2. The ERASMUS programme centres on four lines of action : the establishment and operation of a European cooperation network between universities; direct financial support for students pursuing a period of study at a university, or for university staff to undertake short visits (of up to four weeks), in another Member State; measures to improve the academic recognition of diplomas and study periods in another Member State and credit transfer; and complementary measures such as conferences and intensive courses. To assist it in implementing ERASMUS, the Commission has established the ERASMUS Bureau.

3. Within the framework of the Council Decision an ERASMUS Advisory Committee has been set up to advise the Commission on the implementation of the programme. Discussions at its meetings in Brussels in 1987 and 1988 addressed various key questions concerning the implementation and development of

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<sup>1</sup> 6502/87 (Presse 72)

<sup>2</sup> OJ C 166 of 25.06.1987.



the programme, notably ways and means of working progressively towards a balanced participation of all Member States and academic disciplines.

Also in accordance with the Council Decision, most Member States have designated National Grant Awarding Authorities, the role of which is to administer ERASMUS student grants in close collaboration with the Commission.

4. The results of the first two years of operation, 1987/88 and 1988/89, indicate that the achievement of a student's Europe is now becoming a reality. The budget available in 1987, 11.2 million ECU, was all committed. For the academic year 1988/89, 30 million ECU were available. For all the different activities for which funding is available within ERASMUS, both the number of applications for support and the total amount of money requested have in 1988 increased dramatically by comparison with 1987/88. In all, applicants requested over three times as much support (almost 103 million ECU as against 34 million ECU). Given that the total budget available was only 30 million ECU, compared with 11.2 million ECU in 1987/88, the ratio of supply to demand remained unchanged at approximately 1:3.4.

In overall terms the ERASMUS Programme provided support as follows:

- Inter-University Cooperation Programmes (ICPs): financial support is earmarked for universities from different Member States which jointly organise student or staff mobility programmes or jointly develop part of their courses. The 398 ICPs selected in 1987/88 and 1,091 in 1988/89 constitute what is called the European University Network. Around 500 higher education institutions were involved in 1987/88 and about 700 in 1988/89.
- Student mobility grants: 357 of the 398 and 948 of the 1,091 ICPs selected received further support in the form of ERASMUS grants for their students. In total, some 3,000 students, spending periods of 3 months to a year in another Member State, benefitted in 1987/88, and some 13,000 in 1988/89.

- Visits: financial support has been granted to enable higher education staff members to prepare cooperation programmes, to study aspects of higher education systems or to give guest lectures. 1,138 projects received support in 1987/88 and 1,267 in 1988/89.
- University associations: financial support has also been granted to university associations or consortia working at European level, with the aim of promoting the objectives of ERASMUS through specific activities. 12 projects were selected for 1987/88 and 23 for 1988/89.
- Publications on aspects of university cooperation and mobility in Europe, together with other major publications prepared at Community level.

Grants and organisational support will be provided to ensure the smooth functioning and further development of the EC network of National Academic Recognition Information Centres (NARIC) (see section vi), and to universities participating in the six-year pilot phase of the European Community Course Credit Transfer System (ECTS) (see 5.).

Activity reports have been published for 1987 <sup>(1)</sup> and 1988 <sup>(2)</sup>.

5. Due to be launched in 1989/90, the ECTS is a revolutionary initiative aimed at solving the academic recognition problems which still exist between Member States at individual course level, as well as for study periods and intermediate and final examinations. Following an Expert Meeting convened by the Commission in February 1988 and on the basis of advice received from the ERASMUS Advisory Committee, the Commission selected five subject areas (Business Administration, Chemistry, Mechanical Engineering, Medicine, History) to launch the pilot phase which could last from three to six years. All the higher education institutions of the Community were invited to express their interest in participating in the ECTS before 31 October 1988. A "Call for expression of interest from universities" was published

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<sup>1</sup> COM (88) 192 final

<sup>2</sup> COM (89) 119 final

in the Official Journal (<sup>1</sup>), details of the Pilot Scheme were announced in a press communication, and a brochure giving all the details of the system was produced.

464 applications were received from 254 higher education institutions. The Commission selected 81 institutions and 3 consortia. These form the "inner circle" of the ECTS pilot scheme and cooperate on a basis of "mutual trust". They will receive financial aid from the Commission to facilitate the establishment of the system. Their work will be carefully monitored by the Commission, which will also award a certain number of grants to the participating students, provided that they fulfil the usual criteria for ERASMUS grants. The university consortia possess a certain experience in the field of credit transfer and the Commission hopes that their experience may have a multiplier effect. The institutions which are not selected for "inner circle" participation will join the "outer circle" and will be regularly informed about the work accomplished within the "inner circle". In this way, the credit transfer system between the universities will have greater impact on all Member States of the Community. In addition to the 464 requests for participation in the "inner circle" of the system, the Commission also received 595 requests for participation in the "outer circle" from institutions which were not in a position to implement the rules of the "inner circle" of the system immediately, or because they preferred to introduce the system in subject areas other than the 5 selected by the Commission.

6. In addition, the Commission carried out a number of measures designed to draw the ERASMUS programme to the attention of all potentially interested institutions, staff members and students, and to the media, throughout the Community. Particular attention was given to those Member States who had not participated to the fullest extent in 1987/88. These measures included information seminars, conferences and other meetings, many of them organised jointly with agencies in the Member States concerned. Several issues of the Commission's higher education newsletter, now entitled ERASMUS, were produced. 1988/89 will also witness the award of the first "ERASMUS Prizes of the European Community".

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<sup>1</sup> OJ C 197 of 27.07.1988.

7. The success of ERASMUS in 1987 and 1988 was noted by the Education Council on 23 November 1988. Ministers expressed a wish to extend the programme progressively. The Commission will submit a proposed amendment to the ERASMUS Decision during 1989. The aim will be to upgrade the quality and extend the scope of the programme for the period from 1991 to 1995.

**(iii) HIGHER EDUCATION CONFERENCES AND PUBLICATIONS**

1. The fifth edition of the Student Handbook (<sup>1</sup>), which for the first time covers higher education systems in all 12 Member States and appears in all 9 official languages of the Community, was recently published by the Commission. Over the past 11 years, successive editions of this handbook have established it as an undisputed source of information on higher education in the European Community. Apart from 12 national sections it also contains separate entries for the College of Europe in Bruges, the European University Institute in Florence and gives details of the ERASMUS Programme and NARIC.

2. A European colloquium "University guidance in Europe and student mobility" was held in Delphi, Greece, in October 1988 at the invitation of the Greek Minister for Education. Those responsible for information, guidance and counselling services - which have spread successfully throughout European universities and constitute an important resource for both students and academic authorities - discussed the new role of these services within the framework of international mobility programmes.

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<sup>1</sup> ISBN 92-825-7634-5

(iv) RESEARCH AND DEVELOPMENT

DELTA (Development of European Learning through Technological Advance)

1. The exploratory phase of DELTA was adopted by the Council of Research Ministers on 29 June 1988 <sup>(1)</sup>. DELTA is a collaborative Research and Development programme complementary to the Community actions undertaken in the field of information technology (ESPRIT), telecommunications and broadcasting technology (RACE), to provide Europe with learning equipment and systems in the medium and long term. It also complements other Community actions relating to the role of the new technologies in developing human resources in the field of education and training: the programme for the introduction of new technologies in schools, the EUROTECNET programme (vocational training) and the COMETT programme (university-industry cooperation). The exploratory phase will last for 2 years - 1989-90. Two further phases are planned. A 20 million ECU budget has been allocated, to cover half the cost of each research project concerned. The other half will come from the collaborators - that is, the commercial, as distinct from the academic - partners from the various Community and/or EFTA countries participating in the projects and therefore in the research. The partners must come from several countries and one of them must be a commercial enterprise able and willing to make the financial contribution.

2. DELTA focuses research on five main areas of action:

- concertation between the authorities, academia, the users, and industry to establish present and future system requirements;
- collaborative research and development of the equipment and systems required - both hardware and software;
- testing and validation of the concepts on the basis of a shared resource "test-bed" and selected experimental implementations, including "SOFT" (Satellite Open Facility for Testing), aimed at the trial use of satellites for learning;

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<sup>1</sup> OJ L 206 of 30.07.1988

- determined efforts to achieve "interoperability", that is, support for the participation of the learning interest in the ongoing work on standards of all sorts;
- the creation of favourable conditions for learning (with regard to fiscal treatment, regulatory conditions and telecommunications, copyright and authors' policy).

DELTA also seeks to establish a pan-European infrastructure in which the results of the R+D will be best exploited and harmonized amongst all actors in the field, by bringing existing organisations into a concertative framework.

DELTA does not fund courseware development. It stimulates a European infrastructure to facilitate courseware production and transfer.

The Commission launched a call for proposals in mid 1988. The results were available at the end of 1988.

#### SPES (Stimulation Plan for Economic Science)

3. SPES, launched in February 1989, has been initiated in the framework of the more extensive plan to stimulate international cooperation and interchange between European research scientists (SCIENCE: 1988-1992) <sup>1</sup>. Whilst this programme concerns only exact and natural sciences, it recognises the need to support other scientific areas and gives priority to economic science. The first SPES <sup>2</sup> will last for 4 years (1989-1992) with a budget of 6 million ECU. In order to strengthen the professional quality of European economists and promote their cooperation on fundamental or applied research of European interest it aims to set up networks between research institutions in two or more Member States. In addition, it aims to stimulate the mobility of postgraduate students, researchers and teachers and encourage young European economists working outside Europe to return to the Community. SPES comprises study grants, research aid,

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<sup>1</sup> OJ L 206 of 30.07.1988

<sup>2</sup> Council Decision 89/118/EEC of 13.02.1989  
(OJ L 44 of 16.02.1989)

assistance for the organisation of seminars, workshops etc. Projects will be selected by the Commission, assisted by an independent Committee (CODEST) composed of eminent economists and scientists.

In the second half of 1988, three pilot operations were undertaken within the context of SPES.

**(v) EUROPEAN UNIVERSITY INSTITUTE (FLORENCE)**

1. The European University Institute in Florence, founded by the Member States of the European Community to contribute to the development of the scientific and cultural heritage of Europe, began its academic activities in Autumn 1976. It is housed in the Badia Fiesolana, the Villa Schifanoia and the Villa II Poggiolo, just outside Florence, Italy. It is a post-graduate research institute responsible for teaching and research in history and civilization, economics, law, and political and social sciences. The research programme centres around 15 research projects in these fields. The results of these are published on a regular basis in the form of working papers, articles or monographs. In 1987-88 its budget (which comes partly from the Member States and partly from the Community) was about 675,000 ECU. The Institute has 36 posts for full-time professors from all the countries of the Community, with a number of research fellows and research associates who work on research projects. It also recruits part-time and visiting professors. In 1984 the European Policy Unit was set up at the Institute to coordinate research on problems concerning the development of the European Communities. In 1987 the European Cultural Research Centre was established to promote and coordinate research at the Institute in the field of culture in an interdisciplinary and European perspective.

2. In the academic year 1987-88 Institute research students numbered 211, with 92 in the first year, 68 in the second year and 51 in the third year. 90 research students were recruited in 1988-89. In addition, there are some thirty post-doctoral fellows at the Institute each year under the Jean Monnet Fellowship scheme of grants to support post-doctoral research by young European researchers or university teachers related to the activities of the Institute. 30 such grants were awarded in 1987 and in 1988. In addition, the

Institute is developing a policy of cooperation with European universities doing research in the same fields. This cooperation is pursued together with a network of universities in the ERASMUS programme. At the Council meeting of 3 June 1985 the Ministers of Education adopted a Recommendation inviting Member States to recognise the Institute's doctorate in the same way as equivalent national titles.

**(vi) RECOGNITION OF HIGHER EDUCATION DIPLOMAS AND PERIODS OF STUDY FOR ACADEMIC AND PROFESSIONAL PURPOSES**

**Academic Recognition**

1. With the adoption of the ERASMUS programme, the improvement of academic recognition of diplomas and periods of study between Community countries as a means of stimulating the mobility and free movement of students and university staff became even more important. The European Community network of National Academic Recognition Information Centres (NARIC) was established in 1984 following Council Conclusions in 1983. All the Member States have designated national centres, the purpose of which is to assist in promoting the mobility of students, teachers and researchers in the Community by providing authoritative advice and information concerning academic recognition. The main users of this service are higher education institutions, students and their advisers, parents, teachers and prospective employers.

2. The heads of the national centres met at the invitation of the Commission on several occasions during 1987 and 1988. In Madrid, Spain in May 1987 discussions centred on higher education in Spain and the recognition of Spanish higher education diplomas. In June 1988 in Leiden, the Netherlands, they had an exchange of views on procedures to recognise entrance qualifications and intermediate and final qualifications. They also discussed the role of NARIC in the implementation of ERASMUS.

3. In most cases the centres designated are also responsible for related work in connection with the implementation of the conventions of the Council of Europe and UNESCO regarding academic recognition and equivalence matters.



### Professional Recognition

4. The Directive concerning a general system of recognition of higher education diplomas awarded on completion of professional education and training of at least three years' duration was adopted by the Council on 21 December 1988.<sup>(1)</sup>

This Directive will make an essential contribution to the completion of the Internal Market. It differs from earlier "sectorial" Directives in several important aspects :

- it is general in character, since the new system is designed to be applied to all regulated professions for which a university training of at least three years is required and which have not been the subject of a specific Directive;
- recognition should be based on mutual trust, without the need for prior coordination of the education and training courses for the different professions in question. As a basic principle, a Member State may not refuse access to a regulated profession to a national of another Member State holding the required qualification for the exercise of that profession in another Member State;
- recognition is accorded to the "end product", i.e. the diploma awarded to a fully-qualified professional having completed any professional training which may be required in addition to a university degree;
- in the case of important differences in education and training, or professional structure, the draft Directive provides compensation mechanisms, in the form of either an adaptation period or an aptitude test.

The Commission is to establish a coordinating group to facilitate the implementation and application of the Directive. Member States have a period of two years from notification of the Directive to bring its provisions into force. It is hoped that the Directive will come into force at the beginning of 1991.

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<sup>1</sup> Directive 89/48/EEC of 21.12.1988  
OJ L 19 of 24.01.1989

5. Between 1987 and 1988, various sectorial Directives were brought into effect. First, the Council Directives on free movement and the mutual recognition of diplomas in the field of architecture <sup>(1)</sup> and pharmacy <sup>(2)</sup>. Directives came into force on 5 August 1987 in relation to freedom of establishment in the field of architecture and one year later in relation to the freedom to provide services in this field. The Directives for pharmacists came into effect on 1 October 1987.

In addition, as from January 1988 Member States are required to offer a specific two-year training programme in general medicine as a result of a Council Directive adopted in 1986 <sup>(3)</sup>. This training will become obligatory for all doctors practising as general practitioners within the framework of national social security systems from 1995.

Finally, work has already begun in the Council of Ministers on the up-dating of the Directives on the free movement and the mutual recognition of diplomas of doctors, nurses responsible for general care, dental practitioners, midwives and veterinary surgeons.

6. As the Commission indicated in its Working Paper on the Social Dimension of the Internal Market, work should be speeded up on the mutual recognition of professional qualifications as an instrument for creating "occupational labour markets" at Community level. The Commission also made clear in its report on the completion of the Internal market issued in December 1988 that, following the experience gained in the application of the Council Directive on a general system for the recognition of higher education diplomas, proposals would be envisaged to extend this system to other levels of qualifications. Measures were required, in addition, to ensure the transparency of Community labour markets.

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<sup>1</sup> Directive 85/384/EEC of 10.06.1985 / OJ L 223 of 21.08.1985, Directive 85/614/EEC of 20.12.1985 / OJ L 376 of 31.12.1985 and Directive 86/17/EEC of 27.01.1986 / OJ L 27 of 01.02.1986.

<sup>2</sup> Directives 85/432/EEC and 85/433/EEC of 16.09.1985 OJ L 253 of 24.09.1985 and Directive 85/584/EEC of 20.12.1985 / OJ L 372 of 31.12.1985.

<sup>3</sup> Directive 86/457/EEC of 15.09.1986 / OJ L 267 of 19.09.1986.

#### IV. TEACHERS

##### (i) IN-SERVICE TRAINING OF TEACHERS

1. The Council and Ministers of Education adopted, for the first time, Conclusions on in-service training for teachers on 14 May 1987 <sup>(1)</sup>. They attached special importance to in-service training in view of the current social, technological, economic and demographic changes with which the 3,800,000 school teachers in the Community have to cope. The stepping-up of efforts in this area matches the growing interest in in-service training for staff in business and industry. Five key themes were defined for Member States: the clarification of objectives in this field; the establishment of a variety of consistent and flexible training programmes; the linking of the tasks with professional development projects devised by the participants themselves; the devotion of increased resources to in-service training; and improved continuity between initial and in-service training.

2. The Commission was invited to develop exchanges between the Member States by : organising meetings between organisers (regional and national) performing the same tasks in the various Member States; coordinating case studies and analyses of training strategies prepared by officials or experts in the various Member States; and holding a further meeting of senior officials to examine the results of work. It will submit a report on all activities to the Council by 31 December 1989.

3. Within the context of the actions mentioned above the Commission, together with the Spanish Ministry of Education organised a Summer University on the in-service training of teachers in Madrid in July 1987. For a week, some 60 participants, officials responsible for in-service training and trainers from the 12 Member States were given the opportunity to work on the following four themes:

- the changing role of the teaching profession and the content of training;

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<sup>1</sup> OJ C 211 of 08.08.1987.

- in-service training linked to practice in the classroom;
- school-based in-service training;
- teacher trainers (qualifications, training, etc.).

The Summer University made it possible to identify twelve persons to be responsible for regional in-service training projects and to launch a series of case studies. Twelve monographs and a summary report have been completed, and will be published at the beginning of 1989.

The conclusions of the Summer University are available from EURYDICE.

4. In February 1987, the study carried out for the Commission on in-service training for teachers in the twelve Member States was published in the Education Policy series by PIF - Maastricht, and has been widely distributed with the assistance of EURYDICE (2,000 copies) and continues to be in demand. In order to update the study a series of reports are being prepared on national policy on teacher training in each Member State.

5. A seminar was organised by the Commission and the Greek Ministry of Education in Thessalonika, Greece, in November 1988, and the results of all previous work were presented and examined. The seminar brought together national policymakers, members of the Education Committee and experts who had carried out case studies in the field. This occasion made it possible to exchange information on the strategies for in-service teacher training implemented in the Member States; to discuss, in depth, several common concerns such as in-service training structures, the link between initial and in-service training, the link between in-service training and career development, and the effectiveness of training; and to highlight areas needing Community cooperation.

#### (ii) CONDITIONS OF SERVICE OF TEACHERS

1. A comparative study on the conditions of service and the career development of teachers in the Community, sponsored by the Commission and the Netherlands Ministry of Education, following a mandate of the Education Ministers, was completed. A summary report was published by the Commission in Dutch, English, French and German.

**(iii) TEACHER MOBILITY**

1. Within the framework of its efforts to promote the free movement of workers within the Community, particularly in the light of the achievement of the Internal Market, the Commission began in 1987 to reexamine the application of Article 48(4) of the Treaty of Rome to various sectors of public service. Article 48 establishes the free movement of workers within the Community while its paragraph (4) exempts certain public sector employment from this principle on the grounds of nationality. The Commission considers that several areas are sufficiently removed from the activities of the public administration as defined by the European Court of Justice to be excluded from this exemption. These areas either also exist in the private sector or can be carried out in the public sector without a nationality restriction. One of the priority areas for action is the mobility of teachers in State schools.

In March 1988 the Commission presented a Communication on this matter (<sup>1</sup>). In addition, discussions on teacher mobility have taken place in the Education Committee.

**(iv) RELATIONS WITH ORGANISATIONS REPRESENTING TEACHERS, TEACHER TRAINERS, THOSE INVOLVED IN EDUCATIONAL ADMINISTRATION AND PARENT SCHOOL ASSOCIATIONS**

1. During 1987 and 1988 the Commission was represented at the annual conferences organised by the European Trade Union Committee for Education (ETUCE). In addition, regular meetings have been held between the Commission and representatives of the ETUCE to ensure the regular exchange of information on policies and activities. Representatives of the Committee have also met the Minister of Education acting as President-in-office of the Council prior to the various Council meetings.

The study on the conditions of service of teachers mentioned in section (ii) was discussed at the meeting organised by the ETUCE in Offenberg, FRG, in May 1988.

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<sup>1</sup> OJ C 72 of 18.03.1988

2. The Commission continued to support the Association for Teacher Education in Europe (ATEE), particularly in a variety of projects put forward by its working groups, in such areas as equality of opportunity between boys and girls in education, the integration of the handicapped, the development of the European dimension in teacher training, the training of teachers in vocational education, and others. In addition, the Commission grant-aided the ATEE's annual conferences, in Berlin 1987 and Barcelona 1988. In supporting these activities, the Commission intends both to aid the development of activities useful in the sectors concerned, and also to contribute to the general aim of increasing knowledge and understanding in each Member State about the education systems of other Member States. Here, as in general through its activities in the field of education, the aims set out in section (i) of Chapter II underpin specific activities.

3. The Commission also continued to give substantial assistance for the activities of the European Parents' Association (EPA), formed in 1985 by various parent and parent-teacher associations (now numbering some 70). These included the EPA's General Assemblies in Brussels, 1987, and in Strasbourg 1988, its congress on the theme "A partnership for Equivalent Educational Opportunities" held in Strasbourg immediately before the General Assembly, and its bulletin "EPA-Info". In addition, the Commission supported study visits (3 in 1987 and in 1988) for representatives of parents' associations. Representatives of the EPA have also continued to meet the Minister of Education acting as President-in-office of the Council. This underlines the importance attached to parental cooperation within the Community, which has now taken its place alongside that between governments and teachers.

V. VOCATIONAL TRAINING

(i) TRAINING AND PREPARATION OF YOUNG PEOPLE FOR ADULT AND WORKING LIFE

INTRODUCTION

1. The period under review has seen the conclusion of the Commission's second Action Programme for the Transition of young people from education to adult and working life, and the establishment of a new five-year Action Programme, PETRA (Programme for European Community Youth Training), designed to improve access and quality in initial training for young people. Under the new Programme, the Commission's work on the key issues affecting young people's transition into training and employment - partnership between the different institutions responsible for initial training and their community, effective links with the world of industry, effective guidance services, coherent and flexible systems of qualification - will continue. The PETRA Programme will also be of major importance in the context of 1992 and the creation of the Internal Market, by giving an opportunity for transnational cooperation at European level in all fields and types of vocational training and a thorough exploration of the possibilities of "Europeanising" training policies and practice.

2. A parallel programme to follow up in the education systems the Conclusions of the Council on the Commission's final report on its second Action Programme for the Transition of young people from education to adult and working life was proposed in a Communication at the end of 1988, with a view to being launched in 1989. Meanwhile, action to build on the extensive network, and disseminate the published output, of the second Transition Programme was continued by the Commission, to sustain the impact of its work in this area in support of Member State policies.

The PETRA Programme (Programme for European Community Youth Training)

3. The European Action Programme for the vocational training of young people and their preparation for adult and working life (PETRA) was set up by a Decision of the Council on 1 December 1987. <sup>(1)</sup> Its objective is to support the development and implementation of policies in Member States aimed at ensuring "that all young people in the Community who so wish receive one year's, or if possible two or more years', vocational training in addition to their full-time compulsory education". PETRA will also contribute to the Community's current objectives, in particular to achieve economic and social cohesion, to provide help for disadvantaged regions, to support the social integration of young people into the labour market, and to continue to fight against unemployment. At Member State level, it will contribute to raising the standards and quality of vocational training, diversify the range of training available for young people, and enhance the capacity of vocational training systems to adapt to economic, technological and social change.

4. The PETRA programme has three separate but connected parts :

- a European Network of training initiatives to be twinned or linked to produce transnational, cooperative partnerships;
- Youth Initiative and Information Projects;
- cooperative action in the area of research and a review of the evolution of vocational qualifications.

5. Reflecting PETRA's aim to promote closer links and cooperation in vocational training between activities sponsored under employment and education auspices, the Commission has established a group of National Policy Coordinators, nominated by national authorities, to provide advice on the programme, which, in most cases, includes representatives of both Labour and Education Ministries. Regular dialogue with the social partners will be maintained at Community and Member State level. The Commission will be

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<sup>1</sup> OJ L 346 of 10.12.1987.



aided by IFAPLAN, the Cologne-based social research institute previously responsible for the management and reporting on the Transition Action Programmes, and by ITS, a Nijmegen-based social research institute. They will provide advice and services for the PETRA programme.

6. During 1988 the first group of about 150 projects to form a Training Initiatives Network were submitted by national authorities and accepted by the Commission. Many were concerned with the development of alternance-based training, and improving provision for young people with few or low qualifications. Other thematic priorities were the development of guidance, the application of new technologies, training for small and medium-sized enterprises, training for "enterprise", and training needs for local development, especially in rural areas.

7. About 20 Technical Assistance grants were also under negotiation in 1988 to enable areas in Greece, Spain, Ireland, and Portugal to participate more fully in the programme. With the assistance of the European Centre for the Development of Vocational Training (CEDEFOP), the existing Community scheme for the exchange of vocational training specialists will also be expanded as part of the PETRA programme.

8. The Youth Initiatives component of the PETRA programme carries forward the experimental action launched by the Commission in 1986 in offering financial support for innovative projects in which young people themselves are involved in the planning, organisation and implementation, and which are aimed at meeting young people's needs for information and at developing their entrepreneurial skills, responsibility and creativity. In 1987, 188 such projects were supported by the Commission and over 200 in 1988.

9. The projects centred on assisting developments in four main areas: employment opportunities; new forms of training; youth information; and provision for disadvantaged young people. Other themes include the use of media and new technologies; equal opportunities for girls and young men; and housing and accommodation.

10. Exchange of experience between projects has been encouraged and supported by the Commission. The European dimension is important in the promotion of young people's awareness of the Community in the context of 1992 and in the growth of opportunities for exchange and cooperation between young people in the Community. Youth Initiative Projects from different Member States presented their work at the 2nd European Seminar on Youth Initiatives and Counselling Structures held at Pomezia near Rome, Italy, at "Oser l'Europe" in Bordeaux, France, at the Jugendhilfetag, Saarbrücken, FRG, and at the Jugendtreffen of the President of the Federal Republic in Bonn.

11. In addition, a number of specific networking activities have been organised which only involve Youth Initiative projects financed by the Commission. A second, three-week study programme involving young people from eight Member States was organised by FAS (the Irish Training and Employment Authority): the young people took part in work experience placements in projects throughout Ireland. A bilateral study visit between Central and Southern Italy and Northern Ireland was organised on the themes of Youth Information, New Technology and Enterprise. The young Italians went to N. Ireland in September and the return visit took place in November.

There is an increasing recognition of the value of networking of this kind, on the part of youth initiative projects, and it is likely that there will be a major extension of this type of activity in 1989.

#### The second Transition Action Programme

12. At its meeting on 24 May 1988, the Council of Education Ministers endorsed the final report submitted by the Commission on its second Action Programme for the Transition of young people from education to adult and working life. <sup>(1)</sup>. The Council invited Member States to develop their policies in accordance with the main conclusions of the report especially in the fields of :

- links between schools and the world of work;
- the provision of coherent and continuous guidance;

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<sup>1</sup> COM (87) 705 final

- the reduction of school failure and early drop-out;
- in-service teacher training and school development;
- positive action to promote equality of opportunity for girls and young women;
- the participation of parents in support of their children's education.

They also called for the preparation by the Commission of proposals for the period 1989-92 to support Member State developments in these fields and to build on the European-level network of contacts established in the second Transition Programme.

13. 1987/88 was the concluding year of the programme, devoted to assessment and dissemination of the programme's outcomes at local/regional, national and Community levels. The Commission cooperated for this purpose with national authorities in several Member States in holding, between May 1987 and April 1988, a series of high-level European conferences on the results of the programme.

A conference on the theme "Cooperation and Partnership" was held in Mons, Belgium, in May 1987. The key issues were the need to prepare teachers and others to adopt a more outward-looking "district" approach; the value of networks and similar groups for integrating the school into its local community; the use of bilateral links between schools and firms, and other agencies; and the development of new kinds of institutional mechanisms to develop contacts and provide particular services to support schools' partnership work.

The aims of the second conference "Gender Equality in Education and Training" organised in Gillelille, Denmark, in September 1987 were to deepen understanding of the issues involved in creating better educational and vocational opportunities for young women in transition; to demonstrate strategies which have proved successful in the Transition Programme and their implications for various levels of decision-making; and to consider the potential for the transfer of the experience, actions and policies emerging from the work of the pilot projects.

The third conference, on "Young People in Difficulty" was held in Berlin, FRG, in October 1987 and reviewed the

strategies used by projects to combat school failure, underachievement and demotivation, and the problems of disadvantaged areas, especially in inner-cities. The conference was located in the Kreuzberg area of Berlin, which contains large numbers of immigrants, and was the site of one of the programme's projects.

A fourth conference in Sorrento, Italy, in November 1987 focused on the involvement of industry in support of schools and the need for more active collaboration and partnership between schools and firms. Senior industrial representatives took part, together with senior officials from Education and Training Ministries.

A fifth conference in Paris, France, in December 1987 focused on the theme "Guidance and the Vocational and Social Integration of Young People". This highlighted in particular the trend for schools to play a more active part in the guidance process, the need for cooperation with other agencies outside the school, and for continued follow-up of young people, through appropriate guidance agencies, in order to support their transition into employment.

A sixth conference was held in Noordwijkerhout, Netherlands, in March 1988 and included representatives of the Nordic Council of Ministers. It reviewed the experience of the Transition Programme on school-industry linking for guidance purposes, in-service training for teachers and students' personal and social development. Enterprise education was also discussed through presentations of school-based mini-companies by young people. Emphasis was also placed on the need for linking mechanisms or structures to foster cooperation between schools and firms.

A seventh conference took place in Dublin, Ireland, in May 1988, on the theme of "The experience of work of young people". It discussed a number of different work experience schemes and the reactions of young people. On-site visits were made by participants to local projects in the Dublin area. Looking forward, the conference launched the development of an international data base on work experience, starting with Denmark, Ireland and Scotland and to be expanded, under the PETRA programme, first to Spain and France and later to other countries.

At each conference, presentations of work and an exhibition of project materials illustrated the outcomes of the pilot projects' work in the thematic areas concerned. The European Unit of EURYDICE and CEDEFOP presented information on the whole of the Community's Action Programmes in the fields of education and vocational training.

14. Throughout 1987 the Commission also supported a number of seminars and conferences, organised either by pilot project staff or Ministries, or other authorities in the Member States, to present the outcomes of individual projects or the Programme as a whole to a wider audience of policy-makers, administrators or practitioners in the field. In addition, the series of thematic workshops for project leaders and staff from pilot projects, started in 1984, was completed with the last workshop, on the theme of disadvantaged young people, taking place in February 1987 in Berlin. These workshops were often linked to the intensive programme of inter-project visits, started in 1984 and completed in 1987, which formed a major vehicle for the transfer of experience within the Programme, and which had given rise to a total of 200 such visits in the four-year period. In 1987 the Commission also provided assistance to one national and four regional conferences in Spain (one in 1988). A large national conference had already taken place in Portugal in December 1986 with Commission funding.

15. In May 1988, building on the experience of selected pilot projects, the Commission also sponsored a conference, bringing together senior officials from all Member States except Luxembourg, to consider the need to develop positive strategies on the use of assessment in compulsory education, in order better to meet the needs of young people who at present drop out before the end of compulsory education or leave it with minimal qualifications. The conference established that there was indeed a shared concern, between the Member States, about this problem, and that it would be useful to build up dialogue and exchange of experience on strategies helpful to dealing with it.

16. The Commission's publication of thematic reports on the outcomes of the Programme ("Working Documents" series) was

concluded in 1987-88 with the following titles :

- The World of Work as a Learning Resource
- School-industry Links
- Assessment and Certification
- Teacher Training : Strategies from the Second Transition Programme
- Partnership - Parents and Secondary Schools
- Strategies to Combat Disadvantage

17. These were supported by an "Innovations" Series, which consisted of 39 short leaflets describing a particularly innovatory approach by one or several projects. The final report of the Programme was published under the title "Transition Education for the '90s: the Experience of the European Community's Transition Action Programme". All these titles were widely distributed, in the nine official languages. A special video-film on the Programme was also prepared, and made available to pilot project staff and authorities in the Member States for use in the dissemination process.

#### Vocational guidance

18. In support of the Commission's policies in the field of vocational training, a comparative study was published in 1987 on "The Educational and vocational guidance services for the 14-25 year age-group in the European Community". It reviewed the organisation of guidance and counselling services and recommended how the Commission should support their future development. It was completed for 10 Member States : Portugal and Spain are covered in a supplementary project. The study differed from earlier similar studies in concentrating on the 14-25 age-group, and its special concern for two particular issues : the changing role of professional guidance services, and the links between services. The 12 country reports were published in the Commission's "Document" series in 1988. A full synthesis report, with diagrams produced with the technical assistance of EURYDICE, was published in the education policy series by PIE - Maastricht, at the end of 1988.

(ii) CONTINUING EDUCATION AND TRAINING IN FIRMS

1. The completion of the Internal Market in 1992 raises many issues for Community firms, against a background of the need for :

- the stimulation of economic recovery;
- harnessing current technological changes and controlling their impact on production methods and on living and working conditions;
- increasing the competitiveness of Community business without distorting fair competition;
- combatting the unemployment which has now become endemic in Europe.

2. On 14 January 1987 the Commission adopted a Communication on adult training in firms <sup>(1)</sup>. This document, designed to stimulate debate on policies for employment and growth, stems directly from the Conclusions of the Social Affairs Council of June 1986 and the Resolutions of the Council of June 1983 concerning vocational training policies for the 1980s and vocational training measures relating to new information technologies <sup>(2)</sup>. It also responds to the Council Resolution of 11 December 1986 <sup>(3)</sup> inviting the Commission to implement the Conclusions of the London European Council on 5 and 6 December 1986, which stress the importance of Community actions on unemployment directed particularly towards encouraging better quality vocational training for young people and adults. This Communication reviewed the importance of investment in continuing training in company development plans; suggested ways of developing integrated training strategies within industry; considered the different roles of the public sector and of private agencies; and suggested some priorities for future Community activity. The Community action proposed in the Communication could be structured around three objectives : exploiting the experience already gained with a view to transfer and dissemination; developing new products and methods of training; and promoting the development of new in-service training practices.

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<sup>1</sup> COM (86) 780 final.

<sup>2</sup> OJ C 193 of 20.07.1983.

<sup>3</sup> 11294/86 (Presse 201).

3. The Commission held a series of consultations throughout 1987 based on the Communication, both within Community institutions (Council, Parliament, and Economic and Social Committee) and bodies such as the Advisory Committee for Vocational Training (which approved a unanimous opinion to back the intended approach) and Directors-General of Vocational Training, and also with the partners involved in training at national and Community levels. Commission meetings with representatives from government and the social partners have taken place, with the participation of CEDEFOP and experts in the field, in all Member States and with representatives of UNICE and CES in Brussels. As a result, the Commission has been able to form a clearer picture of the present situation and trends in each Member State in vocational training generally and, more specifically, as concerns labour market related training measures. It is currently drawing up the final proposal for a medium-term action programme on continuing training of the adult workforce to be submitted to the Council, building on the main points of consensus which emerged from the consultations, from the social dialogue at Community level and from its study of the socio-economic aspects linked to the Internal Market.

4. As a follow-up to its 1987 Communication, and in the context of proposals concerning the social dimension of the Internal Market, the Commission has been active in several areas. The Standing Committee on Employment met on 25 November 1988 and held a detailed discussion of the Commission working document on continuing training. The Chairman's Conclusions confirmed that vocational training should be capable of meeting the needs of workers and firms, of the economy in general and of the large Single Market in particular. The Committee agreed on joint guidelines and requested the Commission to swiftly initiate work in a number of areas. The Council of Ministers (Social Affairs) held an exchange of views on 16 December 1988 on this same subject, with a view to the adoption of a Resolution.

5. In conjunction with an external body, the Commission has collected the basic quantitative and qualitative information currently available on continuing training in firms, and has published a comparative table showing the position in each Member State. Additional research has also been undertaken in



1988 concerning training leave, and the subjects covered by collective agreements. In parallel to this the Commission has launched a series of field studies to identify the economic partners' training strategies for 1992 and the measures being undertaken in firms and in the regions to prevent long-term unemployment.

(iii) COOPERATION BETWEEN RESIDENTIAL CENTRES FOR ADULT EDUCATION

1. Within the framework of the Community programme for cooperation between residential centres for adult education the Commission co-financed 34 seminars in 1987 and 43 in 1988 (of these 37 were organised by the "Federation Internationale des Maisons d'Europe" and 10 by the "Centre International de Formation Européenne"). Annual reports for both years, briefly describing the seminars and the recommendations and conclusions resulting from them have been sent to the European Parliament and other interested institutions. The cooperation programme, launched by the Commission following the initiative of the European Parliament in 1981 to establish a budget line for this purpose, gives support to the activities of international meetings concerned with the following :

- basic adult education focused on literacy, numeracy and the acquisition of basic social skills (working as part of a team, decision-making in a local context, problem-solving, etc.);
- the impact, and curriculum dimensions, of adult education and training as a part of local employment and vocational training initiatives particularly aimed at the education/training/retraining of long-term unemployed adults and those with little or no experience of work (cooperation between industry, trade unions, public authorities, development agencies, etc.);
- the role of adult education and training in socio-economic and labour market development in disadvantaged urban or rural areas, including environmental protection;

- improving the effectiveness and skills of educators, trainers and instructors involved in adult education and training, particularly with a view to enhancing and promoting the public image of adult education and training and its role in society;
- meeting the needs of cultural and linguistic minorities as well as specific socio-economic categories by means of adult education, especially in areas suffering from economic and employment difficulties;
- the use of new technologies in training or re-training and the role of distance learning and open learning in the education and training of adults.

2. In order to qualify for Commission support, the transnational seminars must meet the following criteria : they must be organised in areas where projects of the kind mentioned above are being carried out and they must not only help to identify common problems, but must also lead to better understanding between participants and a greater appreciation of parallel developments in the education, adult education and continuous training sectors in the European Community. Considerable importance is therefore attached to the residential character of the seminars, in which social relations have a direct impact on the climate of cooperation.

#### (iv) LONG-TERM UNEMPLOYMENT

1. In May 1987 the Commission issued its Memorandum on Long-Term Unemployment, which was then the subject of discussions at the Social Affairs Council in the same month, the Informal Social Council in September, the Standing Committee for Employment in November and the Social Affairs Council in December. The latter adopted a set of Conclusions <sup>(1)</sup> in this priority area, including a request to the Commission to set up an action programme. In parallel, the Commission also issued a Communication from President Delors on "How to succeed with the Single Act", which clearly indicated that

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<sup>1</sup> OJ C 335 of 15.12.1987

the fight against long-term unemployment should be one of the five major objectives for assistance from the Structural Funds, an indication repeated in the adoption by the Commission of the draft Horizontal Regulation on the Reform of the Structural Funds.

2. The first Community action programme to combat long-term unemployment was launched in October 1988. Two external teams have been appointed by the Commission to assist with the programme, which is due to become operational at the beginning of 1989. Two experts have also been engaged to carry out research and produce an analysis and proposals, with the aim of maximising the contribution of education and vocational training to the fight against long-term unemployment. A preliminary report, focusing on education, vocational training and guidance measures, was completed at the beginning of 1988, following discussions in the Advisory Committee for Vocational Training in December 1987. Work has begun on the interaction between the constituent parts of the programme and the measures to be undertaken, particularly at local level, when the projects for the long-term unemployed are set up.

(v) TRAINING FOR SMALL AND MEDIUM-SIZED ENTERPRISES

1. Following the establishment in late 1987 of an inter-departmental Working Group (SME Task Force, DG III, DG V), an experimental action programme for training managers of small and medium-sized enterprises (SMEs) was adopted by the Commission in December 1988. This programme is intended to complement initiatives already undertaken by the Commission, especially in the area of information and cooperation between enterprises, to help SMEs prepare for 1992.

2. The action programme has three strands. Strand A, which is at the centre of the programme, is designed to test a method of strategic management training for SME managers in the run-up to 1992. Such training, which will be carried out with the help of selected training agencies, should enable managers to define strategies for their enterprises in the European context, and to identify complementary training needs or opportunities for participation in Community programmes or activities.

3. Strands B and C are intended to complement Strand A. Strand B provides for Commission support to carry out sectoral and regional analyses in preparation for information seminars for SME managers on the completion of the Internal Market. These seminars will be run by regional agencies with similar concerns to the SMEs. Strand C is aimed at improving and adapting available training through various back-up activities, in particular the networking of training projects, cooperation between training institutes, the training of SME managers in cooperation strategies, and the development of the role of financial institutions and large enterprises in SME management training.

4. The programme will be implemented at the beginning of 1989, in coordination with the Commission's other continuing-training activities.

(vi) RURAL DEVELOPMENT

1. In September 1987, the Commission set up an internal, inter-departmental Working Party to analyse the current socio-economic situation in rural areas in the Member States, to evaluate the impact of the changes in the Common Agricultural Policy, and to make proposals for the future development of rural areas. This Working Party tabled its final report in May 1988. <sup>(1)</sup>.

2. Education and training are seen as essential to coherent socio-economic development in rural areas. The report emphasised the need to maintain an adequate school infrastructure in rural areas, and for training programmes (which are usually targetted on urban and industrial users) to be adapted to the requirements of the rural world. It recommended the launching of a three-stage action programme :

- the identification and analysis of successful innovative practices in the field of education and training in rural areas and the dissemination of these findings;
- the development of new training modules in close coopera-

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<sup>1</sup> "The Future of Rural Society" COM (88) 501 of 28.07.88

tion between the Commission and representatives of rural schools, regional bodies and national authorities; these new courses could then be distributed free of charge or at a reduced rate to users such as rural centres or universities;

- the setting up of rural training centres, making use as far as possible of existing infrastructures (schools or other teaching establishments). These centres could then provide:
  - a) a full range of information on rural activities and careers;
  - b) computer-assisted instruction and distance-learning facilities;
  - c) short specialised training courses, meeting specific local needs.

The report also proposed creating mobile multi-skill training teams at national and/or regional level to support and guide the measures launched at local level and, if necessary, ensure contacts and links with higher or more specialised education and training institutions outside the rural areas.

4. The Commission intends to present further proposals for the rural world in 1989. Suggestions and ideas pertaining to education and training in rural areas were discussed in the Advisory Committee for Vocational Training in December 1988. Preliminary work during 1988 in the area of education and training has concentrated on updating information concerning the quantity and quality of the existing education and training provision in rural areas, and on listing promising and/or successful experiments in this field. Two regional seminars have been organised by a group of practitioners and local policy-makers to identify and analyse innovative examples of education and training linked to the creation of new economic activities in rural areas.

(vii) INTRODUCTION OF NEW INFORMATION TECHNOLOGIES IN VOCATIONAL TRAINING

EUROTECNET

1. Based on the Council Resolution on vocational training and new information technologies (<sup>1</sup>) and the subsequent Commission Communication on new information technologies and vocational training (<sup>2</sup>), the EUROTECNET programme continued to develop and expand in 1987 and 1988. The major strands of the programme consist of :

- a European network linking innovatory demonstration projects in Member States concerned with initial and continuing training;
- a concerted research programme on a series of key policy questions for the adaptation of training to technological change;
- an exchange and visits programme to enable directors of demonstration projects to gain first-hand knowledge of innovative developments in other Member States (the inter-project visits), and vocational training specialists to study technology training practices in different parts of the Community (the study visits programme run by CEDEFOP).

The programme is run by a technical secretariat (European Centre for Work and Society) in close collaboration with the Commission, and is developed in coordination with a group of National Policy Coordinators and through regular contact with the social partners in accordance with the Val Duchesse agreements.

2. During 1987 and 1988 the network of demonstration projects (now consisting of 135 projects) was considerably strengthened, with additional projects from Greece and the new Member States, Spain and Portugal. A sectorial dimension was also added, with a series of innovative projects from the

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<sup>1</sup> OJ C 166 of 25.06.1983

<sup>2</sup> COM (85) 167 final.

construction industry which were jointly proposed by the social partners in that sector, while more company-oriented projects were included. Detailed information on each project was published in the form of a compendium, backed up by a continually updated data base, available for on-line consultation via the ECHO system (European Community Host Organisation). Some of the lessons learned about the training or retraining for the four specific target groups of EUROTECNET (young people, women, skilled workers, SME personnel) were published in the form of booklets.

3. In order to intensify transfer of experience between demonstration projects and training systems, a series of specialised working parties were organised to distil some of the principal characteristics of the approaches adopted in Member States. Specialised working parties were held on the machine-tool industry (September 1987, Maastricht); small and medium-sized enterprises (October 1987, Barcelona); office automation (February 1988, Berlin) and the construction sector (June 1988, Roissy-en-France). Reports on the first three working parties were published in the course of 1988.

4. The research work completed in the 4 fields of new qualifications, local and regional dimension of technology training, SMEs, and open learning was published in a consolidated form, while further topics of research have been completed. These concern the critical areas of adapting trainers to training for new technologies, and examining procedures for certifying and assessing new qualifications. Further work has been embarked upon to examine the issue of self-learning involving new technologies, and to evaluate the whole impact of the programme on national training systems as well as on individual projects.

5. One of the main objectives of the EUROTECNET programme was the transfer of promising innovations and their dissemination among vocational training professionals in the Community. To this end a series of national dissemination conferences was organised around specific themes on which individual Member States themselves wished to benefit from an inward transfer of expertise from other Member States. The conferences focused on the following themes : information technologies and skills changes; results from recently terminated research projects (October 1987, Bonn); develop-

ment of sophisticated teaching materials (November 1987, Liège); basic training for machine-tool technology and metalworking (December 1987, Luxembourg); analysis of new qualifications and new professions (February 1988, Copenhagen); links in research and development between universities, companies and training institutions (March 1988, Brussels); training through innovation (April 1988, Rome); determination of new information technology training needs and developing requisite programmes (April 1988, Athens); new technologies training in commerce and industry (May 1988, Dublin); the use of flexible training methods (May 1988, Manchester); investing in training in small and medium-sized enterprises (May 1988, Annecy); women, work and computerization (June 1988, The Hague); introduction of CAD/CAM and CNC in operational processes (October 1988, Madrid); integration of CAD/CAM systems in the ceramics industry (December 1988, Lisbon). Reports on the national dissemination conferences were scheduled to be published in January 1989.

6. To highlight the importance of involving the social partners in the process of training for technological change, and in accordance with the joint opinions emanating from the Val Duchesse social dialogue on the training and motivation of workers and their information and consultation when new technologies are introduced, two round tables were organised. One involved experts from the trade union world, the other experts from the employers' side. Both were designed to sound out opinion on the optimum approach to designing training policies and programmes which maximise the benefit for workers and for companies. Reports on both round tables have been published.

7. In addition to the various reports mentioned above, other publications prepared include pamphlets on new information technologies and training for young people, women (for re-entry into employment), skilled workers, small and medium-sized enterprises, training of trainers, assessment and certification. A Directory of training materials and six issues of the EUROTECNET newsletter have also been published. In November 1987 the EUROTECNET data base and EUROTECNET information stand became operational. The former went on-line at the end of 1988.



### European Observatory on Occupations

8. With the prospect of the greater mobility of workers within the Internal Market, and the anticipated demand for information to facilitate this process, the Commission has been actively engaged in establishing a European Observatory on Occupations, following preparatory discussions with Directors-General for Vocational Training in early 1987. An experimental launch phase of the Observatory will concentrate on the family of occupations in the information technology sector. It will consist of a survey to collect raw data on developments in those occupations, the drafting of a report making the information comparable, and the distribution of the report to all interested parties. The common methodology for the collection of information was developed in cooperation with experts from Member States, and an external institute was contracted to carry out the survey. The experimental phase was launched in November 1988 at a meeting of national officials responsible for ensuring the continuity of the Observatory, accompanied by experts on information technology occupations.

### MEDA - Evaluation of Training Software

9. In November 1987 a prototype instrument for evaluating training software for adults was developed by a transnational team of experts on the basis of national grids, matrices and client surveys. Following the presentation of the prototype to a Community-level conference in Turin, Italy, in April 1988, field testing was undertaken in actual training situations prior to the final formatting onto diskettes and commercial utilisation expected during 1989. The objective is to help courseware developers, companies, trainers and publishers to better identify their requirements regarding training software.

### Data Bases in Education and Training

10. A survey undertaken for the Commission in 1987 highlighted the growing importance of data bases as information providers for education and training courses. The results of the survey were presented at a conference organised jointly with CEDEFOP in June 1988, attended by the most important data base operators in this field. The conference culminated

in the setting up of a European Association of Education and Training Data Base Operators. The aim of the Association will be to further cooperation between data base operators on technical standards, interoperability, etc., with a view to making information on education and training courses more widely available to the public as part of the social dimension of the Internal Market.

(viii) VOCATIONAL TRAINING FOR WOMEN

1. On 3 April 1987 the Commission issued a Communication on Vocational Training for Women (<sup>1</sup>) which contained an analysis of the obstacles which continue to deprive women of access to vocational training. The strategies outlined in the Communication were broadly endorsed by the Conclusions of the Social Affairs Council of May 1987 and then discussed by the Advisory Committee for Vocational Training at its meeting of 22-23 June 1987. The Commission subsequently adopted, on 24 November 1987, a Recommendation on Vocational Training for Women (<sup>2</sup>) which, in addressing the Member States, recommends a comprehensive range of measures which should be carried out to improve women's access to vocational training in general, and, in particular, to training in areas where they are under-represented. These measures include:

- the integration of national training arrangements for women within a broader process of cooperation between all the parties concerned (education and training authorities, both sides of industry, etc.);
- the staffing of guidance, training and placement services with persons qualified to deal with the specific problems of women;
- specific measures to increase the awareness of instructors;
- the development of awareness and information measures so as to offer women and those around them images of women engaged in non-traditional activities, particularly those

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<sup>1</sup> COM (87) 155 final

<sup>2</sup> OJ L 342 of 04.12.1987

related to occupations of the future;

- the encouragement of greater participation by girls in the various initial vocational training systems outside the education system, especially apprenticeships;
- the promotion of women's participation in continuous training;
- the provision of specific courses for certain categories of women, particularly underprivileged women returning to work after an interruption.

2. As a complement to the activities of the Member States the Commission has now established IRIS - the new Community network of demonstration projects on vocational training for women. The objective of IRIS is to demonstrate to Member States that there are already a range of good examples of vocational training projects for women; that these projects are providing confidence and skills for women of varying backgrounds; that they are providing committed and qualified female workers for the Community's labour market; and that the relevant authorities in the Member States should draw from the experiences gained in these projects in order to refine, improve and expand their vocational training provision for their female citizens.

3. The IRIS network was formally launched in December 1988; it is intended that its activities should continue up to and including 1992. Work on identifying interesting training examples for inclusion in the network began shortly after the adoption of the Commission Recommendation in November 1987. To date, 71 projects have been included in the IRIS network and profiles of each project can be found in the IRIS Directory which is available in all nine Community languages. The management of the network on a day to day basis will be undertaken on behalf of the European Commission by CREW, the Centre for Research on European Women. The primary responsibility of CREW will be to ensure the dynamic nature of the IRIS network, by means of the arrangement of exchange visits between the projects themselves across the Member States, with appropriate evaluation reports; the organisation of national seminars in which national policy makers will have the opportunity to meet women trainees from the IRIS projects

and those involved in the promotion of equal opportunities policies, with a view to devising national strategies to improve women's access to vocational training; the establishment and updating of a data bank on vocational training practices in the Member States; publication of regular information bulletins and of a skills board; updating of the IRIS Directory for projects within the network; and dealing with queries from the Member States on an ongoing basis.

4. A Working Group on Vocational Training for Women, comprising representatives from the national training agencies and the national equality commissions of the Member States, will oversee the activities of the IRIS network as a whole in the period up to 1992. Their role will be two-fold: to report on the vocational training initiatives which are being taken in the Member States in response to the Commission Recommendation on Vocational Training for Women, and to make suggestions for increasing and, where appropriate, replacing projects within the IRIS network over the period in question.

**(ix) COMPARABILITY OF VOCATIONAL TRAINING QUALIFICATIONS**

1. The Commission has continued to work, with the technical assistance of CEDEFOP, on the implementation of the Council Decision of 16 July 1985 on the comparability of vocational training qualifications between the Member States of the European Community <sup>(1)</sup>. The Decision is designed to contribute to the achievement of one of the basic aims of the Treaty - full freedom of movement for workers - by enabling workers to make better use of their qualifications, in particular in obtaining suitable employment in another Member State. It requires the Commission and the Member States to draw up for each profession at the "qualified worker" level:

- a Community description of the practical professional requirements;
- a table setting out the certificates, qualifications, diplomas and training specialisations used in each Member State;

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<sup>1</sup> OJ L 199 of 31.07.1985.

- a model information sheet summing up the professional requirements and the table of certificates mentioned above.

The Commission is responsible for publishing the texts resulting from this work in the Official Journal of the European Communities, after having ensured the Member States' "mutual agreement" on the texts.

2. Throughout the period under reference, the Commission has been active in two areas:

- the completion of work on comparability of qualifications;
- the implementation of a procedure to ensure Member States' "mutual agreement" on the texts resulting from the work prior to publishing them in the Official Journal of the European Communities.

3. With regard to the comparability of qualifications, the competent working groups, made up of experts representing the Member States and social partner organisations, have now completed their work on the following six sectors:

- the hotel and catering industry
- the motor vehicle engineering industry
- the construction trades
- agriculture
- the electrical industry
- the textile industry

4. Following meetings of the National Coordinators Group, organised by the Commission in October 1987 and September 1988, agreement was reached concerning the modalities for the procedure by which the Commission is obliged to ensure the "mutual agreement" of the Member States on the texts produced by the expert working groups. The verification procedure for the first three sectors (hotel and catering, motor vehicle engineering and construction), which involve a total of 30 professions, have since been completed. The publication of the relevant texts in the Official Journal of the European Communities will be authorized by the Commission in 1989.

5. At the end of 1988 the Commission began work on the verification procedure for the results of work on the

agricultural and electrical sectors, which involve a total of 30 professional profiles. Research has also begun on study courses leading to qualifications in the metal processing and construction industry; office, administration, banking and insurance professions; and chemical and processing industry. This research is in preparation for the work on comparability of professional qualifications in these sectors which will begin in 1989.

(x) EUROPEAN SOCIAL FUND/ EUROPEAN REGIONAL DEVELOPMENT FUND/  
INTEGRATED PROGRAMMES AND OPERATIONS

European Social Fund

1. The European Social Fund (ESF) continued its work in 1987 and 1988 against the background of a still difficult employment situation. Although the level of employment increased slightly, unemployment continued to hit both young people and adults badly, with the most disadvantaged groups within the labour market increasingly seriously affected.

2. The financial aid granted by the European Social Fund was increased to 3,150 million ECU in 1987 and 3,179 million ECU in 1988. Of this, 75% was for actions for young people under 25, about 22% for actions for people over 25 (principally the long-term unemployed, employees in small and medium-sized enterprises, women wishing to return to work after a career break, the handicapped and migrants), with about 3% reserved for specific actions. In addition to these conditions, 44.5% of this aid was reserved for absolute priority regions (Greece, the autonomous regions of Andalucia, the Canary Islands, Castilla-Leon, Castilla-La Mancha, Extremadura, Galicia, Murcia, the cities of Ceuta and Melilla, the French overseas departments, Ireland, the Mezzogiorno, Portugal and Northern Ireland).

European Regional Development Fund

3. Under the 1984 Regulation, the European Regional Development Fund (ERDF) can provide financial assistance to projects in the less developed regions and in declining industrial regions <sup>(1)</sup>. As regards education and training,

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<sup>1</sup> Council Regulation (EEC) 1787/84

the ERDF can cofinance infrastructures and, in particular, establishments of specialised technical education or vocational training including university level. In principle, establishments of general education do not qualify for ERDF assistance, except in regions where there is a severe shortage of such establishments. In 1987 and the first half of 1988, the ERDF cofinanced 56 individual infrastructure projects in the field of education and training in the less favoured regions of the Community. Total ERDF assistance to these projects amounted to 76 million ECU.

4. In addition, ERDF aid for investment in educational and training infrastructures is also provided under the National Programmes of Community Interest (NPCI) now being implemented in several Member States. Most of these programmes include measures in the field of training and education and/or in support of SMEs. The latter invariably involve management and technology training schemes. Further ERDF support for this purpose is available under many of the Integrated Mediterranean Programmes (IMP) and under most of the specific regional development measures for steel areas <sup>(1)</sup>, shipbuilding areas <sup>(2)</sup> and textile areas <sup>(3)</sup>.

5. A number of studies have been or are being carried out concerning education and training. In 1987, a study analysing the potential regional benefits of public investment in different types of infrastructures (including educational and training infrastructures) was concluded. This study identified deficiencies in basic infrastructures in the regions of the Community and established the link between infrastructural endowment and the level of regional development. A further study is being considered, which will focus on the needs of problem regions for investment in education and training. A feasibility study on this topic is well under way. In 1988, a study was launched which aims to assess the

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<sup>1</sup> Council Regulation (EEC) 2616/80 as amended by Regulation 216/84.

<sup>2</sup> Council Regulation (EEC) 2617/80 as amended by Regulation 217/84.

<sup>3</sup> Council Regulation (EEC) 219/84 as amended by Regulation 3636/85.

relative importance of different factors shaping the competitiveness of the less favoured regions. The regional endowment of human resources is one of the factors being considered.

#### Integrated programmes and operations

6. In the context of the Integrated Mediterranean Programmes (IMP) and Integrated Development Operations (IDO), the Commission makes an effort to develop human resources. In order to define the types of vocational training resources necessary, the Commission first assesses the training needs and capacities of the countries and regions concerned. For example, in the IDO on Réunion, a region with very high youth unemployment, the accent was put on the professional integration of young people (work practice) and the development of vocational training through apprenticeships.

#### (xi) TECHNICAL ASSISTANCE TO GREECE

1. In accordance with Council Regulation EEC 815/84 of 26 March 1984 <sup>(1)</sup> concerning exceptional aid for Greece in the social field, technical assistance was granted to the Hellenic Republic for the construction, adaptation and equipment of vocational training centres in the Athens region. This assistance programme which should have been implemented during 1984-88 has in fact been subject to so many delays that the Greek authorities have asked for a three-year extension. The Commission submitted a proposal to this effect to the other Community institutions on 22 July 1988 <sup>(2)</sup>, and the Council Regulation N° 4130/88 was adopted on 16 December 1988.

2. As far as the building of vocational training centres in Athens is concerned, the delays are largely due to the shortage of sites and the difficulty of implementing such a wide-ranging programme, which involves the almost simultaneous launching of some 40 projects with 14 different target groups.

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<sup>1</sup> OJ L 88 of 31.03.1984.

<sup>2</sup> COM (88) 412 final.



3. In order to support and, if possible, speed up the vocational training measures foreseen in Regulation 813/84, the Commission invited an expert to go to Greece for a set period in 1988 to: report on and evaluate the implementation of the assistance programme; and stimulate and assist with the setting up of a monitoring and follow-up system for the programme which would include the direct and continuous involvement of the local beneficiary bodies.

(xii) SPECIFIC PROGRAMME FOR THE DEVELOPMENT OF PORTUGUESE INDUSTRY-PEDIP

1. A specific Community assistance programme for industrial development in Portugal (PEDIP) was approved by the European Parliament in December 1987 with a financial envelope of 100 million ECU per annum for five years, to be drawn from the Regional Development Fund (80%), and the European Social Fund (20%). The programme was confirmed by the European Council in February 1988. It is supported by a specific additional budget line of 500 million ECU of dissociated credits spread over the period 1988-1992, the legal basis for which is Council Regulation 2053 of 24 June 1988.

2. PEDIP is targetted on four priority development areas, around which the Portuguese authorities proposed several sub-programmes. One priority development area, and one sub-programme concern the establishment of stronger foundations for basic and further vocational training facilities for careers in industry. The weight given to vocational training in the programme is explained by the special problems facing the Portuguese labour market, notably :

- an "active" population, 60 % of whom have had no more than four years of formal teaching under the old system of compulsory education, and less than 10 % of whom have completed secondary vocational training;
- an industrial fabric dominated by very heterogeneous small industries, whose staff are usually trained within the firm according to limited, short-term criteria and requirements;

- the absence of a coherent national vocational training policy, the functional weaknesses of public structures including the Instituto de Emprego e Formação Profissional (the body responsible for vocational training in Portugal) and the lack of training infrastructures inside and outside enterprises.

3. After a very slow start with the implementation of "pre-accession" assistance measures (the building of ten regional training centres and a national centre for the training of trainers), the Portuguese authorities are trying to speed up the implementation and rational operation of a training system.

4. The preparation of the PEDIP Vocational Training sub-programme has also been relatively slow and has necessitated a series of detailed discussions between the Portuguese Coordinating Team and DG V, the lead department within the Commission for this priority development area. In order to form a clearer picture of the reality of the situation in Portugal, and to lay the foundations for a coherent long-term training system, four preparatory studies were commissioned by DGs XXII and V. These concentrated on :

- the transition of young people from school to adult and working life;
- vocational training and rural development;
- technological training and industrial development;
- the development of guidance and advisory structures in vocational training.

5. The above reports were studied by the Portuguese authorities during the preparatory phase of the PEDIP Vocational Training sub-programme, which has been submitted to the Commission's specially created internal coordination group (ICG-PEDIP).

6. The training projects covered by this sub-programme will be financed by the European Social Fund, according to current rules, at the tune of 20 million ECU per annum. In addition, certain projects may be financed by PEDIP's specific additional budget line.

(xiii) EUROPEAN CENTRE FOR THE DEVELOPMENT OF VOCATIONAL TRAINING - C E D E F O P

1. CEDEFOP, which was established by a Decision of the Council of the European Communities <sup>(1)</sup> in 1975 and is based in Berlin, provides the Commission with technical assistance in its efforts to promote a common vocational training policy, and in its management of specific vocational training programmes. More particularly, the tasks of CEDEFOP are: to assist the Commission in encouraging at Community level the promotion and development of vocational training and continuing education; to compile documentation comprising, inter alia, progress reports and recent research studies in relevant fields; to contribute to the further development and coordination of research in relevant fields; to foster the exchange of information and experience; to disseminate information and documentation; and to encourage and support initiatives facilitating concerted action in solving vocational training problems.

2. CEDEFOP is managed by a Management Board on which the social partners, the governments of the Member States, and the Commission are represented. During the period under review CEDEFOP's budget and the number of personnel increased, so that it now has 59 officials drawn from all twelve Member States.

3. CEDEFOP's work in 1987 and 1988 reflected the Action Guidelines adopted for the period 1986-1988. These Guidelines provided for six on-going activities:

- information and documentation (in 1988 an on-line bibliographical data base was established, with the cooperation of CEDEFOP's documentary information network);
- publications (CEDEFOP publishes the results of its research activities, and also three periodicals: "Vocational training", which appears three times a year and, in 1987-1988, dealt with subjects like 'Audio-visual technologies in vocational training' and 'The role of the social partners in vocational training'; "CEDEFOP News" which contains short pieces of information about activities at Member

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<sup>1</sup> OJ L 39 of 13.02.1975

State and Community level; and "CEDEFOP Flash", which provides information on CEDEFOP's own activities);

- producing updated descriptions of vocational training systems and structures (monographs describing the vocational training systems in most of the Member States, and also that of China were produced in this period);
- studies on the comparability of vocational training qualifications between the Member States. This was a major focus for activity during 1987 and 1988. Work concentrated on comparisons at level 2 (i.e. skilled workers/skilled employees), and had also to take into account the expansion of the Community to include Spain and Portugal. All the technical work with relation to the car repair, construction and HORECA (hotel and catering) sectors was completed and submitted to the Commission for publication. Work was also completed on the agricultural/electronics sector. Work on the textiles/clothing sector was almost completed.
- running a programme of study visits for vocational training experts (during the two years 393 vocational training specialists participated in this programme, which CEDEFOP organises on behalf of the Commission);
- providing a forum for national vocational training research institutes (this forum discussed the drawing up of scenarios for the development of vocational training, up to the year 2000).

4. The Guidelines provided six priority research areas, all of which were the subject of further work by CEDEFOP during this period and a number of publications: on projects in the Mediterranean countries, particularly linked with the expansion of the Community to include Portugal and Spain as well as Greece; on initial and continuing training provision for the unemployed and those threatened with unemployment; on the development of qualifications, work organisation and training programmes; on the employment of new technologies in initial and continuing training; on the training of teachers and trainers and development experts; and on vocational training in the context of regional and local development.

5. In September 1988 the Management Board approved Guidelines for the period 1989-1992. These take account, in particular, of the creation of the Internal Market in 1992. CEDEFOP's work will be planned and structured around the following themes during this period:

- Research and development contributions with a view to effectively realising the free movement of persons and improving occupational profiles at Community level (Perspective: "A EUROPEAN LABOUR MARKET")
- Research work on the role of vocational training, particularly in the achievement of the objectives of the Community Structural Funds (Perspective: "ECONOMIC AND SOCIAL COHESION WITHIN THE COMMUNITY")
- Activities concerning the Centre's documentation, information and communication networks (Perspective: "EUROPEAN VOCATIONAL TRAINING AREA")
- Activities to promote the transnational exchange of innovative vocational training concepts (Perspective: "EUROPEAN VOCATIONAL TRAINING INNOVATION AREA")
- Research and development activities concerning the main actors in vocational training (Perspective: "EUROPEAN AREA FOR SOCIAL DIALOGUE AND LABOUR RELATIONS")

(xiv) VOCATIONAL TRAINING FOR SEA FISHING

1. Since 1 January 1987 activities formerly undertaken under budget line 4300 have been absorbed into 6340, while the consultative link already existing between DG V and DG XIV, and with the Committee for social problems related to sea fishing, has continued. In 1987 a number of important projects were financed :

- the visit programme of the Irish travelling school for training in fishing, B.I.M. (Board Iascaigh Mara), to Spain and Portugal in October 1987 in order to encourage these countries to invest in a similar facility;

- visits by several Spanish and Portuguese technicians to the Netherlands and the UK concerning future simulation installations in their own countries;
- the development of CAL material (computer-assisted learning) of benefit to people interested in self-teaching material, where there is a lack of other vocational training possibilities open to them.

2. In the framework of two Commission programmes in the field of health, hygiene and safety in the work place DG V has organised sessions for the training of trainers in the prevention of accidents in seafishing. The purpose of these sessions is to instruct trainers in the use of training modules produced by the Commission. Ten training sessions have taken place so far, with trainers from all Member States except Greece taking part. The Commission is in the course of producing training modules designed to meet the special needs of Spain and Portugal.

(xv) ENVIRONMENTAL TRAINING

1. In 1982 a Budget Line was introduced by the European Parliament to provide the opportunity to stimulate new training programmes in relation to the environment, following the recognition that policy measures being pursued by the Commission may be inhibited by the lack of adequately trained personnel. Work in the period 1987-88 concentrated, within the framework of the European Year of the Environment, to a large extent upon projects that would have an impact upon public awareness and improve environmental good practice within the Community. Examples of actions undertaken include a programme to raise awareness and develop training materials for environmental management amongst local authorities in Greece, a campaign to promote the use of clean technologies in French-speaking Belgium and a Community-wide training exchange programme on the renovation of derelict land.

2. A Report bringing together the detailed lessons from the more than 60 studies carried out since 1982, and the role of Community training actions in the future, is at present in preparation. To assist in this task a seminar was held in Avignon, France in November 1988 entitled "Training in

Environmental Management : A necessity for environmental policy implementation". The seminar brought together several project leaders, other experts in the training field and key "animateurs" important for implementation on the ground, as well as representatives of other Commission Services important for integration : Employment and Social Affairs, Agriculture, the Task Force for Small & Medium-sized Enterprises, the European Foundation for the Improvement of Living and Working Conditions (Dublin) and officials from international organisations - ILO, UNESCO, Council of Europe. The seminar concluded that the Community has a decisive role to play in coordinating training research and initiatives in the Member States, in the diffusion of expertise and good practice, promotion of the exchange of experience between Member States, work on transfrontier issues and in particular, training of the trainers.

(xvi) TOURISM

European hotel stagiaire placement scheme

1. In a Communication of 31 January 1986 concerning "Community action in the field of tourism" (<sup>1</sup>) the Commission listed as one of its major objectives in this area the improvement of working conditions in the tourist industry with particular regard to vocational training. Recognising the importance of this, HOTREC, the European hotel, restaurant and catering association has set up, in collaboration with the Commission, a stagiaire placement scheme. The scheme came into operation in February 1988 and by July there were 25 applicants for a placement. It is hoped to place up to 300 stagiaires during the first year of operation.

2. The objectives of the scheme are to promote an additional practical training for postgraduate students in the hotel and catering sector of the Community, to enable them to acquire experience in different areas of the profession, to learn different organisation and management techniques, and to improve their knowledge of a foreign language. The placement lasts for a period of between six and twelve months at the end of which the trainee receives a certificate from HOTREC.

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<sup>1</sup> Bulletin of the European Communities, Supplement 4/86.

3. The scheme is cofinanced by the Community with the Commission meeting travel expenses of the trainees and administrative costs and HOTREC covering maintenance and other costs of the stagiaires. It is overseen by a Steering Committee comprising representatives of HOTREC, the Commission and organisers from the Member States. The Committee meets regularly to discuss the progress and operation of the scheme. It is hoped that once the scheme becomes known it can be developed on a long-term basis and possibly extended to other sectors of the tourist industry.

(xvii) TRANSPORT

Road sector

1. In March 1988, the Commission submitted a Proposal to the Council covering the professional requirements for road hauliers and road passenger transport operators <sup>(1)</sup>. The aim of the proposal was to strengthen the minimum provisions laid down in Directives 74/561/EEC and 74/562/EEC on access to these occupations in national and international transport operations and to harmonise their implementation in the Member States.

2. The proposal lays down minimum standards of good repute and financial standing for new and existing operators. In addition, for new operators to become professionally competent, they must in future pass a written examination and have 5 months<sup>0</sup> practical experience in a transport undertaking. A knowledge of certain extra subjects will also be required of new operators, in particular the carriage of dangerous goods and logistics.

3. The Commission has also submitted to the Council a proposal for a Directive on national training for certain drivers of vehicles carrying dangerous goods by road <sup>(2)</sup>. The objective of the proposed Directive is to lay down appropri-

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<sup>1</sup> OJ C 102 of 16.04.1988

<sup>2</sup> COM (88) 339 final 17.06.1988



ate professional qualifications, based on uniform criteria, for drivers of vehicles carrying dangerous goods, whether in bulk or in packages, nationally and internationally.

#### Inland waterway sector

In the inland waterway sector, a Directive on access to the occupation of carrier of goods by waterway in national and international transport, and on the mutual recognition of diplomas, certificates and other evidence of formal qualifications for this occupation, came into force in September 1987 (<sup>1</sup>). It lays down for the first time a series of subjects of which a potential operator must have some knowledge, to be acquired either by attending courses or by practical experience, in order to be able to carry out national and international journeys.

#### (xviii) EXECUTIVE TRAINING PROGRAMME IN JAPAN

1. One of the reasons for the lack of development in Community exports to Japan is the fact that few Community firms possess sufficient knowledge of the Japanese market, methods, mentality and language to be successful in Japan. For this reason the Commission has set up a unique training programme (Executive Training Programme - ETP) to support European firms in their efforts to establish themselves or strengthen their presence in Japan.
2. Under the scheme European executives employed by EC-owned export oriented firms keen to establish or expand trade with Japan are given the opportunity to be totally immersed in the Japanese environment for 18 months. They spend the first year on an intensive language course, which is then followed by six months' in-house training in selected Japanese companies and institutions. A parallel programme of seminars and factory visits throughout their stay aims to provide participants with a thorough understanding of how business works in Japan.
3. The training is largely financed by the Commission, which

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<sup>1</sup> OJ L 322 of 12.11.1987

is responsible for organising the programme and the language course, and which also pays a monthly allowance to participants. Candidates must be nationals of a Member State, have university level training or equivalent qualification, at least 2 years' professional experience, a good knowledge of English (since this is the first foreign language in Japan), be between 25 and 35 years of age, and work for a Community company which exports to Japan or intends to do so.

4. The Commission has sent more than 300 young European executives to Japan since the programme was launched in 1979, with 152 beginning training in 1989. It is hoped that by 1990 nearly 380 executives will have participated in the programme.

5. The programme has built up a very good reputation with European business and has become a positive element in Community relations with Japan. The Keidanren (the Federation of Economic Organisations) has given active support in approaching Japanese companies, while government bodies like the MITI have also proved helpful. A recently edited follow-up study showed that the majority of the participants in the first six programmes (1979-1987) are now working in Japan or are otherwise engaged in the Japan-oriented export trade of their companies. A number of them have already reached leading positions in the management of their company's Japanese subsidiary. Many of the companies claim that the training of their candidate was decisive for their success in Japan.

**(xix) COOPERATION WITH THE PEOPLE'S REPUBLIC OF CHINA**

1. At the invitation of the Chinese authorities, four experts designated by the Commission made a study visit to China at the end of 1987. A joint report, comprising the group's conclusions and proposals following their visit, and the Commission's comments, was sent to the Chinese authorities in the autumn of 1988.

2. Contacts between the Chinese authorities and the Commission during 1988 have given the latter a clearer understanding of China's training requirements, and enabled it to draft preliminary proposals for the opening of cooperation in this field. These consist of :

- the provision of documentation, in the broadest sense of the word, on technical and vocational training in the Member States, which will be deposited with the Central Institute for Educational Research in Beijing which will be responsible for translating it and ensuring its distribution and use within China;
- after the selection of priority sectors, a series of exchanges of experts will be organised, as well as exchange seminars and case-discussions between European and Chinese trainers.

(xx) EDUCATION AND TRAINING MEASURES OUTSIDE EUROPE

ACP Countries

A. European Development Fund

Financing aspects

1. Under LOME 2, more than 200 training actions were financed under the 5th European Development Fund (EDF), amounting to 256 million ECU or 8% of programmable funds, mainly in Southern Africa and the Caribbean.

Under LOME 3, although all training actions have not yet been programmed, the funds allocated for education and training under the 6th EDF will not exceed 7% of programmable funds; here again, most of the training actions are taking place in English-Speaking ACP countries: Southern Africa, Nigeria and the Caribbean. In total more than 150 training actions were financed, amounting to about 300 million ECU.

The tendency to decrease aid resources devoted to education and training corresponds to the attitude of ACP countries themselves, which are compelled by, among other things, structural adjustment programmes, to give less attention to education and training. The attitude of Western donors follows the same direction.

This evolution also corresponds to a change in the nature of projects financed in ACP countries by the Community.

### Sectorial aspects

2. The Community at first financed mostly infrastructure projects and scholarship programmes to Europe (in all fields relevant to the development of ACP countries, mainly management, health, rural development and services). Up to now more than 37,000 fellowships have been granted.

It then financed infrastructures less and less and concentrated its aid on technical assistance and training on the spot. Most of the education aid from the Community has gone to tertiary education, first in the form of infrastructures, and then in the form of technical assistance, equipment, staff improvement programmes, and curriculum development; also through interuniversity and interinstitutional links between European and ACP training institutions.

This evolution also corresponds to the attitude of most donors.

At the same time, the share of scholarships for studies in Europe has diminished to the benefit of scholarship programmes in other ACP countries, or in-country training.

### Implementation procedures

3. Community aid in the field of education and training first took the form of multiannual training programmes (MTP). Under LOME 3, training actions are more and more integrated into bigger development programmes, and therefore more geared towards in-country, on-the-job training, in particular technical fields: management, rural development, health... The Community also continues to support the main ACP regional training institutions, most of which have reached a fairly acceptable level, in spite of recurring staff and management problems.

### Policy guidelines

4. The Community does not have a specific "policy" in the field of education, because its main principle in relation with ACP countries is "contractuality". This means that it has never directly intervened in the education policy of its partners, as other donors do. Its aim, on the contrary, has always been to respond, by the best means possible, to the requests made by the ACP countries. Nevertheless, it does try to apply specific and practical guidelines in dealing with education and training projects:

- training should be integrated in programmes and projects, and priority should be given to in-country training;
- emphasis should be on technical vocational training geared to respond to the practical needs of the ACP countries (management, training of trainers, examination and diploma levels and quality ..);
- non-formal education should be supported in areas where formal education is not possible;
- rural training should be closely integrated in rural development policy;
- support should take the form of integrated projects, based on a good identification of training needs, using existing training institutions, and accurate programming;
- financing new infrastructures should be avoided; existing ones should be strengthened.

### B. Budgetline 947

5. Grants are given to European Training Institutions from the Commission Budget to develop special training/educational material for third world countries. In 1987 a total budget of 800,000 ECU was available and 20 projects were financed. In 1988 1.1 million ECU was available and 24 projects were financed.

### Latin America and Asia

6. The financing of training activities for citizens of developing countries in Latin America and Asia was introduced for the first time in the Community's general budget in 1976, originally in the framework of article 9410 and, since 1982, in the framework of article 9340. Special budget lines exist for training for Latin America and Asia (lines 9304 and 9314 - formerly line 934) with a total allocation of 8 million ECU in 1987 and 8.7 million ECU in 1988.

7. The overall aim is to promote a faster and more balanced development of developing countries in Asia and Latin America by training the necessary people in priority development areas, and to contribute in the long-term to the creation of a favourable climate for exchanges between the Community and these countries. Generally speaking the policy is to concentrate efforts on grouped training activities, with a regional approach, and on activities where training is likely to play a catalytic role with regard to other projects not necessarily related to training.

8. 54% of financial commitments in 1987 went to regional projects and 46% to national projects. This 46% can be broken down into 24% for Community action in support of the China-European Community management centre and 12.5% for India (training activities in preparation for the establishment of industrial cooperation). The remaining 9.5% went to 6 other national projects.

9. Of the 30 projects included in the Commission's 1987 programme 17 were in Latin America and 13 in Asia. However the financial commitments given to Asia (54%) were greater than those given to Latin America (38%). Two thirds of projects in the 1987 programme were directed at the retraining of people already holding positions of responsibility (technical and managerial staff) in a wide variety of sectors (cooperatives, transport, agriculture, administration, etc). The remaining projects involved support for training and research institutions. Examples of projects include the strengthening of training capacity in the marine transport and port management sectors in Central America, and an air traffic control training programme in ASEAN countries.

10. Training also forms an important element in the Commission's trade promotion programme (export marketing and industrial development) and Commission programmes in the fields of regional integration, energy contribution (see 12), technical and financial aid, and industrial cooperation. Overall aid for Latin America and Asia in the field of training and education is of the order of some 15.2 million ECU per annum.

#### Mediterranean Countries

11. In the Mediterranean region the training element within the framework of projects which are being developed under the terms of the Mediterranean Financial protocols amounted to some 5.2 million ECU in 1987 and 1988. In addition 0.8 million ECU was devoted to education for Palestinians living in the Occupied Territories, and 2.1 million ECU for scholarships of various types (in the fields of fishing, marine science, scientific research, etc) for nationals of countries of the South East Mediterranean.

#### Energy training in developing countries

12. Given the interdependence of the economies of developing countries and industrialised countries in the field of energy, the Commission carries out energy planning cooperation programmes with developing countries. These programmes are based on the Conclusions adopted by the Council on 30 October 1978 <sup>(1)</sup>. They provide for Commission assistance in the training of energy planners and managers. In the period under review, successful training activities were completed in China, South-East Asia, Latin America and Africa, with the collaboration of Community energy experts.

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<sup>1</sup> 6933/79, RD38 ECOFIN 63- Annex 1

(xxi) TRAINING PROVIDED BY THE COMMISSION'S SERVICES

Training for Commission officials

1. The Commission provides training courses for its officials (some 15,000 in 1988, including those in Joint Research Centres). Training is not merely a recognised right (article 24 of the staff regulations and detailed rules for the application of the general provisions for giving effect to article 24 - March 1983) but also a duty imposed by departmental requirements. Over the last few years training has undergone a considerable expansion. Courses offered in the annual programme, the number of participants and the level of specific requests from services are increasing all the time. Staff training in the Commission revolves around certain basic concerns leaving aside, of course, the basic training which varies from category to category. The purpose is to ensure high calibre staff by:

- organizing management courses to improve the performance of each staff member;
- encouraging officials to continue their training and improve their qualifications through internal and external courses;
- providing induction courses for new entrants and courses for those preparing for retirement to help them adapt to change with an open mind;
- offering language courses suited both to the multicultural and multilingual environment of European civil servants, including those posted to press and information offices and delegations all over the world, and to the specific needs of interpreters and translators.

In addition, the Commission provides training courses in the use of the data processing equipment (PC, terminal, T+T) it intends to install in each office by the end of the decade; 5000 pieces of equipment have been installed so far. Courses take two forms:

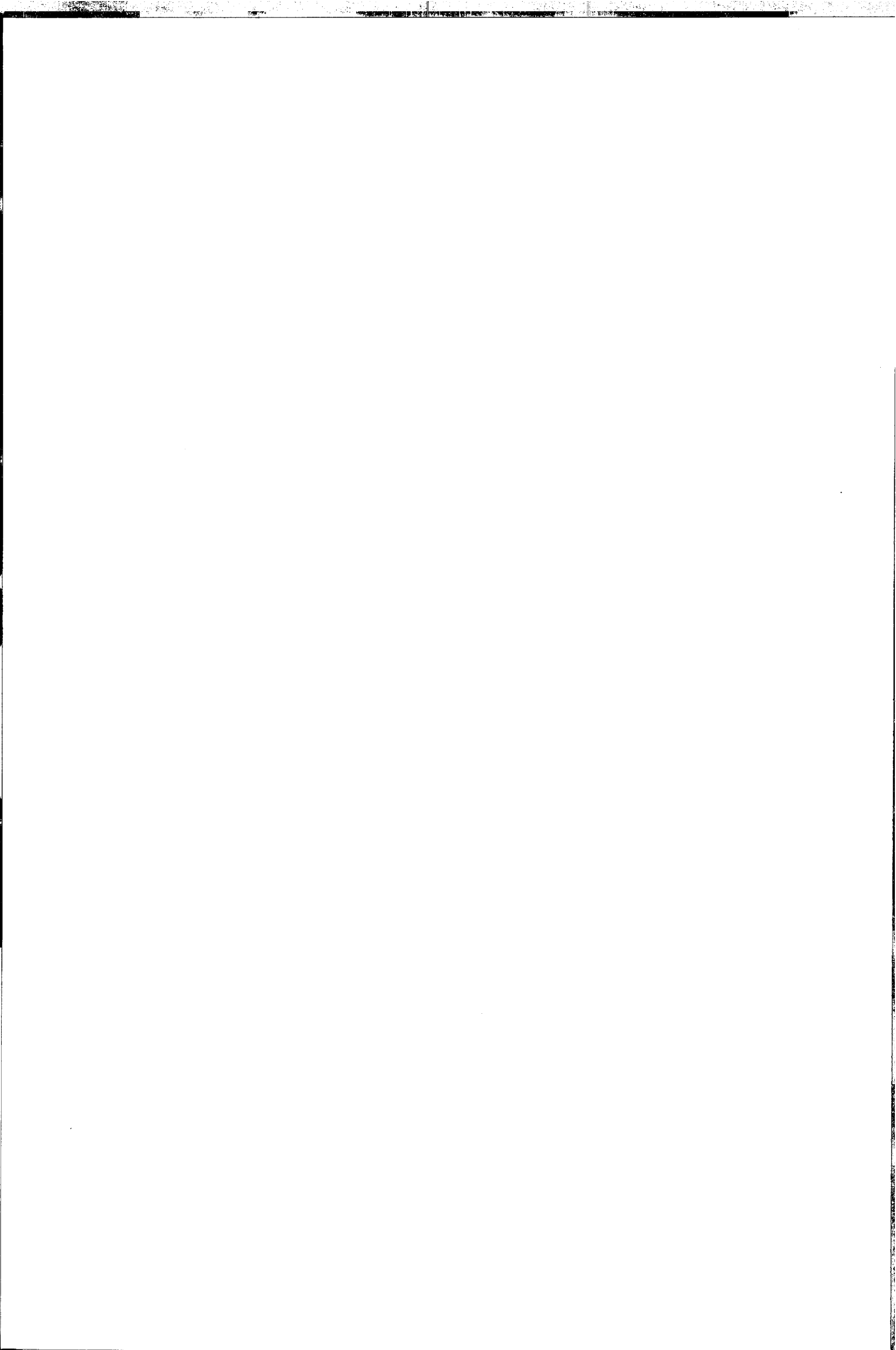
- training in basic skills
- technical training



In most cases the courses are provided under the responsibility of the Commission's services; the Commission also employs external trainers. 60% of courses concern the use of PCs and their related software. Given the ever-increasing use of new technologies in training, the Commission has also made available self-training courses, using video and computer-assisted learning.

#### Training for interpreters

2. Since 1964 the joint Interpretation - Conference Service of the Commission has organised postgraduate level training periods of 6 months to train conference interpreters: 43 interpreters were trained in 1987 and 1988. The service also makes it possible for Member States and third countries, in particular in the context of cooperation agreements with the People's Republic of China and Yugoslavia, to benefit from its pedagogical experience.



## VI. YOUTH POLICY

### INTRODUCTION

1. In addition to the developments in education and training policies outlined above, many of which by their nature affect young people, the Community has continued to develop a number of activities in the "Youth Policy" field. Two events have been of particular significance in this context:

- the first, informal, meeting of the Member States' Ministers responsible for Youth, held under the Greek Presidency in Athens on 16-17 July 1988;
- the adoption by the General Affairs Council on 16 June 1988 of the Youth for Europe programme to encourage youth exchanges in the European Community.

2. The informal meeting of Ministers of Youth took place in Athens, and - as is the nature of informal meetings of Ministers in the Community context - provided an opportunity for a free exchange of views between Ministers on the major problems faced by young people, and the contribution which a Community youth policy might make to solving these. The Ministers considered the impact that the Community's current programmes have on young people, and concluded that not enough young people had available to them the information necessary to enable them to participate. They should be open particularly to disadvantaged young people, and to those who do not normally have access to such programmes at national level. The Ministers agreed that efforts to widen access to the Community's programmes needed to be undertaken as much at national or regional levels as at Community level. They also discussed the possibility of repeating such Ministerial meetings on a regular basis. Although no definitive conclusion was reached, a number of Member States expressed themselves in favour of formalising the cooperation process, and of creating a "Youth Council", and a "Youth Committee" along the lines of those existing in the education field. The Spanish delegation, as the Presidency for the period following the Greek Presidency (ie, January to June 1989) announced that it would follow with interest the progress of discussions between Member States, and would take the necessary measures to ensure that the political impetus

provided by the first meeting would not be lost.

3. The adoption of the Youth for Europe programme on 16 June 1988 <sup>(1)</sup> - which was warmly welcomed by the Ministers of Youth at their July meeting - marks a new step in the development of the Community's Youth Policy, since it represents the first Community programme which puts the Commission into a relationship of direct partnership with national Youth Ministries. All previous Community activities affecting young people have involved the Ministries of Education or of Labour. The Commission warmly welcomes this new partnership, which will facilitate the development of the mutual comprehension necessary for the growth of a Community Youth Policy.

(i) YOUTH EXCHANGES

The Youth for Europe Programme

1. In 1987 and 1988 the Commission continued to discuss with the Council the "YES for Europe" proposal (subsequently adopted under the title "Youth for Europe"). Although the technical discussions were completed by May 1987, political and financial considerations meant that a consensus on its adoption could not be reached until the Foreign Affairs Council of 24 May 1988. Formal adoption of the Council Decision took place on 16 June 1988.

2. The objectives of the Youth for Europe programme, which should affect some 80,000 young people in the Community, are:

- to promote youth exchanges within the European Community for an increasing number of young people from all the Member States, including, in particular, regions in which few opportunities for such exchanges are customarily available;

- to promote improvements in the quality of youth exchanges,

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<sup>1</sup> Council Decision N° 88:348/EEC - OJ L 158 of 25.6.1988

in particular through assistance with the preparation and organisation of exchanges, so as to achieve maximum impact, and increase to the utmost the benefit to the young people concerned, in particular by enabling them to play an active part in organising the exchanges;

- to encourage, as far as possible, diversification in youth exchanges and achieve an improved balance between Member States, inter alia, by the promotion of multilateral exchanges, so as to extend participation to young people from all kinds of social, economic and cultural backgrounds;
- to support the pursuit of European activities aimed at developing ongoing links between young people and groups of young people in the various Member States;
- to identify ways and means of overcoming the various financial, legal and administrative obstacles which may inhibit participation in, or the organisation of, youth exchanges;
- to define, in the light of experience gained, new actions which may be undertaken directed towards filling any gaps discovered in existing youth exchange programmes.

The programme is particularly directed towards those young people who experience the most difficulty in being included in existing programmes of youth exchange between the Member States.

3. In order to achieve these general objectives, the programme established five types of Community action:

**Action A:** direct financial support for exchanges of a minimum of 7 days' duration, between young people aged 15 to 25 years old. This naturally represents the most substantial part of the programme, and the Commission's initial estimate was that some 80% of the credits available to the programme should be devoted to this action;

**Action B:** aid for a scheme of short study visits for youth workers and others involved in the promotion and organisation of youth exchanges;

**Action C:** grants to support European-level non-governmental organisations who wish to set up an infrastructure to support youth exchanges;

**Action D:** assistance for the establishment and development of the national agencies whose role is to promote the aims of the programme, and to coordinate its administration at national level;

**Action E:** aid for training for youth workers from two or more Member States aimed at better organisation and exploitation of youth exchanges.

4. The programme is provided with a budget estimated at 15 million ECU for the years 1989 to 1991; the Commission used some of the resources available to it in the 1988 budget for the effective launch of the programme from 1 January 1989.

5. From 1 January 1989, the Commission will therefore cease to make the ad-hoc grants to support youth exchanges that it has done since 1984; these will be subsumed within the 'Youth for Europe' programme. The programme will not only provide for a substantial increase in funds available for youth exchanges within the European Community; it will also provide a real political impulse for their development in those Member States where they are at present under-developed.

6. In September 1988 the Commission held the first meeting of the Advisory Committee established under the Decision, to discuss the implementation of the programme, and to seek the Committee's views on the Commission's proposed guidelines for its operation. After a useful discussion, agreement was reached on all points.

7. Subsequently, the Commission held, at Spa, Belgium, in October 1988, a meeting of the agencies designated by Member States to coordinate the operation of the programme at national level. The purpose of this meeting was to convert the policy guidelines discussed with the Advisory Committee into practical operational methods. During the discussions it

emerged that the development of close relations between the agencies would be fundamental to the success of the programme, and various measures have been set in hand to promote them.

#### Ad-hoc grants for youth exchanges

8. In 1987 and 1988, the Commission continued to make ad-hoc grants for youth exchanges, on the basis of funds, provided each year since 1984, by the budgetary authority. In 1987, 1 million ECU was available for this purpose, and was used for activities in line with those proposed for the Youth for Europe programme. The Commission supported 285 groups (amounting to 7,549 young people in all) in their exchanges; one multi-national short study visit for youth workers; two European-level non-governmental organisations in their establishment of an infrastructure to support youth exchanges; and 6 schemes providing multi-national youth exchange training for youth workers. The Commission also supported the launch of two new national youth exchange centres which would subsequently be designated as "national agencies" for the Youth for Europe programme: the "Youth Exchange Bureau" in Dublin, Ireland, and "EXIS" in the Netherlands.

9. In 1988, the total funds available to the Commission for youth exchanges following the adoption of the Youth for Europe programme amounted to 3.55 million ECU. The major expenditure under this heading has been for the launching of the programme, the initial operations of national agencies, the short study visit scheme for youth workers, and the various support measures designed to ease the operation of the programme over the first few months.

10. Nevertheless, the Commission also supported in 1988 (and outside the Youth for Europe programme), 216 youth exchange projects, including 444 young people as well as 4 training projects. The interest aroused over the period 1987/88 in Community support for youth exchanges has been very considerable, and the grants given reflect only a fraction of the applications received.

Other activities concerning youth exchanges and mobility

11. In September 1987 the Commission entered into a contract with the EUROPA-UNION Deutschland (an affiliate of the European Movement in the Federal Republic of Germany) for the provision of technical and logistical support to the Commission in the operation of its youth exchange and young worker exchange operations. In 1988 this contract was extended to cover the Youth for Europe programme and assistance in the related area of the European dimension in education. The assistance provided under the contract has been channelled through the European Community Youth Exchange Bureau in Brussels.

12. During 1987 and 1988, the Commission has continued to provide support for the creation of a European Youth Card. Building on an initial seminar funded by the Commission in 1986, representatives of youth cards in Flanders, Spain, France, Netherlands, Portugal, and Scotland met again in Marly-le-Roi in France, and then once more in Lisbon, in June 1987, where they signed the "Lisbon Convention" providing for standardisation of format, colour, dates and age-range of their cards. During the period under review, further cards were developed in French-speaking Belgium and Greece, and the matter is under study in a number of other Member States.

13. Finally, the Commission has supported the preparation and publication of a series of "Guides for the Young Visitor". They have been produced by the European Youth International Counselling Association (ERYICA), and aim to encourage the educational, cultural, social and economic mobility of young Europeans. They contain information on study and employment opportunities; international exchanges; travel and tourism; transport and communications, accommodation and leisure facilities. By the end of 1988 the Commission had supported the publication of Guides on Belgium, Denmark, Spain, the Netherlands, and the United Kingdom.

(ii) YOUTH FORUM

During the period under review the Commission continued to strengthen its links with the Youth Forum. The Forum consists of representatives of the National Youth Committees of Member



States, together with representatives of the major international non-governmental youth organisations active at Community level, and acts as the formal channel for the views of young people to the Community institutions. Apart from formal contacts, the Commission has widened its policy of inviting the Youth Forum to participate in Community meetings and seminars. These have included not only meetings of the Commission's statutory Advisory Committee on Vocational Training and the Advisory Group on young worker exchanges, but also the range of seminars and conferences organised by the Commission as part of the implementation of its education, vocational training and youth programmes. The Forum also has "observer" status on the "Youth for Europe" Advisory Committee. Regular contacts exist between the Forum's officers and the Commission's services responsible for Education, Training and Youth policy. The Forum is regularly present at meetings of the European Parliament's Education and Youth Committee.

(iii) YOUNG WORKER EXCHANGES

1. The Third Programme for the Exchange of Young Workers was adopted by the Council in its Decision of 13 December 1984 (<sup>1</sup>) and covers the period 1985-1990. The Commission has been running an exchange programme for young workers since May 1964. In 1987 and 1988 over 7000 young people participated in the programme. The programme aims to give young workers/job-seekers of 18 to 28 years of age training and experience through living and working in another Member State. The exchanges range from the short term (three-weeks to three months) to the long term (4 months to 16 months). At the beginning of the long-term exchange there is a language course. Both young workers and registered unemployed may participate in the Third Programme.

2. The young workers' exchange programme is monitored by an ad hoc group composed of representatives of Member State governments, of employers' and workers' organisations and those European organisations which have specific responsibilities for and direct experience of exchange. This group meets annually.

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<sup>1</sup> OJ L 331 of 19.12.1984

3. In 1987 and 1988, the Commission provided assistance to the new European Community Youth Exchange Bureau established in August 1987 to support the operation of the programme for the exchange of young workers and also the Youth for Europe programme and measures to promote the European dimension in schools (see chapter II section (x) and chapter VI section (i)), produced and distributed an information package on the third joint programme and drafted a first progress report for the Commission. Information received from promoting agencies confirms that in many cases young workers found they had increased job opportunities on their return. An in-depth study of this important aspect is planned.

4. Together with the Bureau, the Commission made a big effort to publicise the programme over the period in question. Brochures were prepared for young people and for industry and distributed in +- 60.000 copies and a video was produced. The Commission also presented a report on the first three years of operation (1985-87) <sup>(1)</sup> and held a seminar in Italy in 1988 to evaluate the Third Programme and prepare the Fourth Programme.

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<sup>1</sup> COM (88) 382 final

**VII. RELATIONS WITH INTERNATIONAL ORGANISATIONS IN THE  
FIELDS OF EDUCATION, TRAINING AND YOUTH POLICY**

1. Continuing cooperation has been maintained throughout 1987 and 1988 with the international organisations concerned with education, vocational training and youth affairs in Europe - the Council of Europe, the OECD, UNESCO, the ILO. Cooperation with the first two is the most developed, and takes the form of a continuous exchange of documentation, participation in the major seminars and meetings organised by these bodies, and meetings at departmental or secretariat level. The Commission takes particular care to invite representatives of these organisations to all the conferences, seminars and workshops organised in these fields of common interest. A meeting was also held in November 1988 between the Commission's services and UNESCO Secretariat to discuss EC/UNESCO cooperation in the education field, with respect particularly to UNESCO's Medium-Term Plan.

2. The Commission also attended and contributed to the Standing Conference of European Ministers of Education hosted by the Finnish Minister of Education in Helsinki in May 1987 on the main theme of teacher training. The Commission's contribution included the study on in-service teacher training mentioned in Chapter IV section (i) and a report of Community activities in the fields of education, vocational training and youth policy covering 1985 and 1986. The decision was taken in May to hold the following Standing Conference in 1989 in Istanbul, and meetings of Senior Officials were held in 1987 and 1988 to discuss the main theme for this, the "Information Society: a challenge for education policies".

3. With regard to relations with EFTA countries, following the EFTA Ministerial meeting in Interlaken in May 1987, an expert group on education was set up, to discuss with the Commission the ways and means of EFTA's possible participation in the COMETT programme in particular, and in education cooperation and exchange programmes in general. Two meetings of the expert group were held in 1987, followed by meetings of the high-level contact group in November 1987 and May

1988, where the Commission came under considerable pressure to agree to discuss EFTA participation in the ERASMUS programme. These meetings take place against a background of generally increased pressure from the EFTA countries to participate in Community programmes, on the lines of agreements already reached in the field of research and development, and to benefit from a special status with respect to the Internal Market. In July 1988, the Commission fulfilled the commitment made under the guidelines for EC/EFTA cooperation in education established at the Interlaken meeting, and proposed that the COMETT II programme should be extended to EFTA countries as of 1 January 1990. The Council should take a decision to this effect in 1989.

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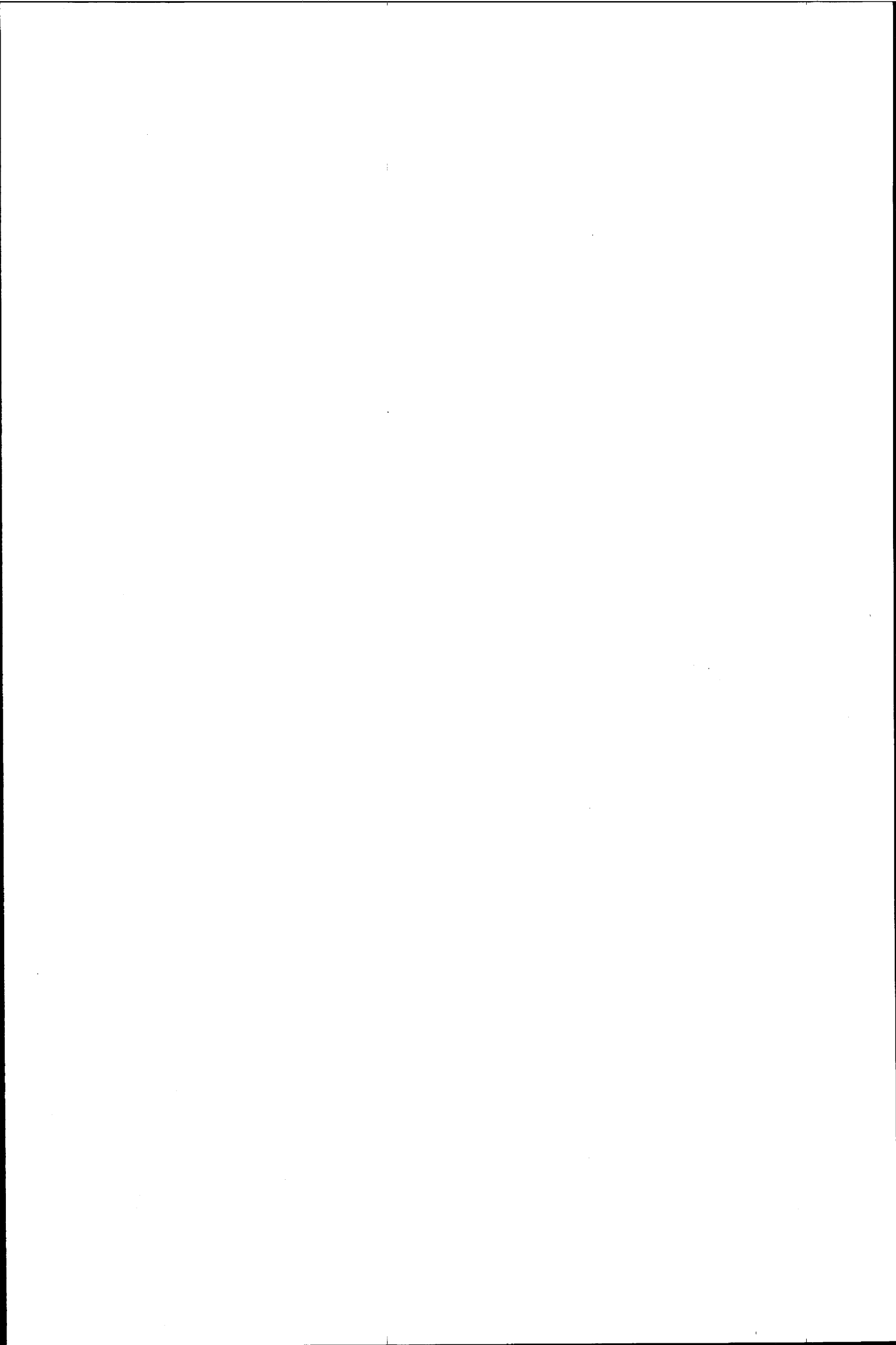
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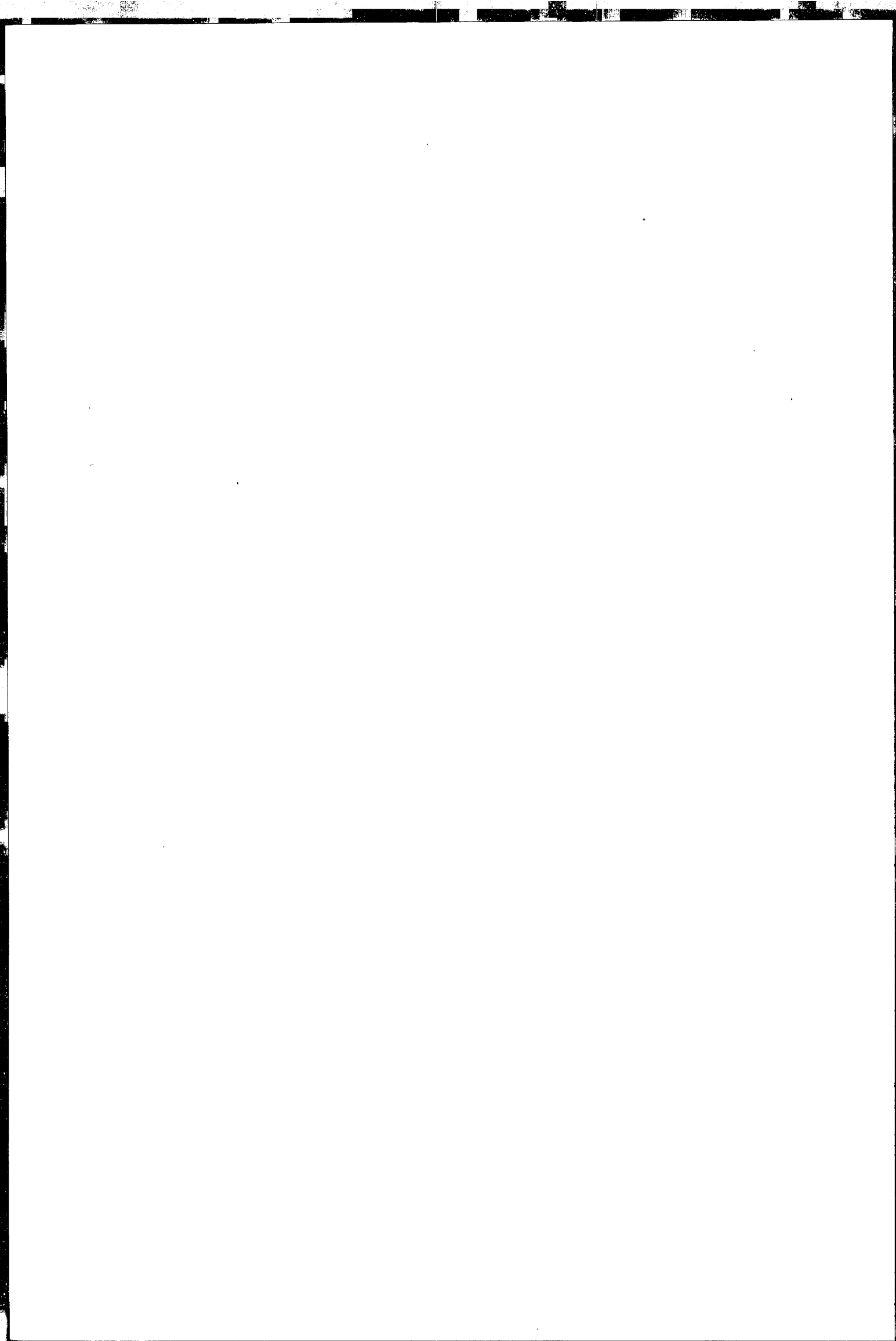
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