

# **SOCIAL EUROPE**

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

**SUPPLEMENT 5/88**



**COMMISSION OF THE EUROPEAN COMMUNITIES**

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

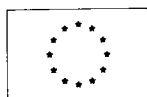




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## INTRODUCTION

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1. In 1987, the Community took a significant step forward with the ratification of the Single European Act, which came into force on 1 July. It gave a new Treaty base to some policies, particularly in the technological and environmental fields, and a new impetus to others such as health and safety at work and the need to reinforce the economic and social cohesion of the Community, and, in what is certainly its best known measure, it placed the target date of 1992 for the completion of the Internal Market firmly within the Community Treaties.

2. As required by the Single European Act, the Commission also introduced its proposals for the Reform of the Structural Funds, setting out five main objectives for the Community:

- the development of the least-favoured regions,
- assistance to areas in structural decline,
- action to combat long-term unemployment,
- action to improve the employment position of young people,
- the development of rural areas.

3. These developments have highlighted the importance of educational and training policy. Whether the Community is improving its technological base, developing the regions in need or assisting groups of people in particular difficulty, the human resource dimension of its policies is crucial, and is becoming increasingly regarded as such, by all Community institutions, as well as by the Member States.

4. 1987 saw the first full year of operation of the COMETT programme, the demand for participation in this programme demonstrating the vital interest of the Community in cooperation between universities and firms in the new technology field.

5. This was also the year that saw the adoption of the ERASMUS programme, to stimulate inter-university cooperation in all disciplines, and to increase student mobility in the Community. Adopted in June, this programme was speedily implemented to ensure that it was operational for the 1987/88 academic year.

6. The implementation of these two programmes has marked a new stage in Community cooperation in the higher education field and an important increase, not only in Community resources but in the interest and demand across the Community for further cooperation.

7. In the vocational training field, 1987 also saw the adoption by the Council of a new programme for the vocational training of young people and their preparation for adult and training life. This programme is designed to assist the Member States in their implementation of the commitment they undertook, in adopting the Adonnino Committee's report on a People's Europe, to ensure that all young people, who so wish, have access to at least one year's and if possible two year's vocational training.

8. The vocational training of adults was also the subject of Community attention, with the publication of the Commission's Communication on adult training in firms, which was the subject of a series of consultations at Community and national level, showing a large consensus on the need for investment in continuing training. The special needs of women with respect to training were outlined in a Commission Communication in 1987 followed by a Recommendation to the Member States on principles to follow in this field.

9. The Social Dialogue at European level, in the Val Duchesse context, made significant progress in 1987 with the issuing of the first results, concerning the training and motivation of the workforce to face the challenge of technological change.

10. The Education Committee, consisting of representatives of the Member States and the Commission, continued to meet monthly in 1987 to oversee the implementation of the Education Action Programme and to prepare meetings of the Council of Education Ministers. The Heads of Delegation in the Education Committee also continued to act as the central coordinating point in each Member State for the members of the various networks and advisory groups with which the Commission implements the Education Action Programme in the different fields of specialized interest.

11. In the vocational training area, the progress of Community developments continued to be monitored carefully by the Commission's Advisory Committee for Vocational Training, the tripartite Committee consisting of representatives of governments, employers and trade unions. In addition, the Commission continued its practice of meeting twice-yearly with the Directors-General of Vocational Training Policy from all the Member States, meetings which are complemented by the growing practice of meeting twice-yearly with the Directors-General for Education.

12. The report that follows begins with a chapter relating to decisions taken by the institutions of the European Community and policy commitments made in 1987. The report then outlines activities in the fields of education, vocational training and youth policy in three separate chapters, and ends with a short chapter on the main forms of cooperation with international organizations active in the field of education and training.



13. This report is mainly confined to activities directly linked to the implementation of the Education Action Programme and to the main developments relating to the pursuit of the Community's vocational training policy. The report does not therefore provide an exhaustive account of all Community activities involving education and training, which feature in the area of research and development policies, in the cultural or information fields, or which receive support from the Structural Funds, particularly the European Social Fund(1). This report does not provide an exhaustive account of the activities of the European Centre for the Development of Vocational Training (CEDEFOP) which publishes its own annual report(2).





## I. COUNCIL, EUROPEAN PARLIAMENT AND ECONOMIC AND SOCIAL COMMITTEE

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### A. COUNCIL

1. In 1987 the Education Council met once formally and once in informal session. The Social Affairs Council also considered proposals in the vocational training field in its two formal sessions.

2. The Council meeting on 14th May 1987 agreed to the Decision on the European action scheme for the mobility of university students (ERASMUS), which was definitively adopted on 15 June 1987 after linguistic editing (3).

3. The Conclusions of the Council and Ministers of Education meeting within the Council of 14th May 1987 (4) marked a new milestone in education cooperation, covering a wide range of topics:

- the education of young people must include a European dimension;
- a common strategy must be devised to develop foreign language learning;
- the Education Ministers reiterated their common commitment to combating illiteracy and adopted a programme of work put forward by the Commission;
- school failure was discussed for the first time at Council level and the Commission was asked to prepare a Communication on this subject;
- a first Community programme on the integration of the disabled into ordinary schools was adopted;
- five common objectives were set in the field of initial and continuing teacher training;
- the Council received a Communication from the Commission on health education, with proposals to counter the spread of AIDS, cancer and drug abuse.

4. The Council (Social Affairs) meeting on 15 June 1987, adopted Conclusions on the Commission's Communication on adult training in firms (5) and also held a first exchange of views on the Commission's proposal for a Council Decision on the training and preparation of young people for adult and working life. It also examined the Commission's Memorandum on long-term unemployment.

5. The Ministers of Education met in informal session on 6/7 October and held a wide-ranging discussion on the general theme of access to higher education. For the first time, on the initiative of the Danish Presidency, Ministers of Education, members with Denmark of the Nordic Council of Ministers, were invited to an exchange of views with the Community Education Ministers.

6. The Council (Social Affairs) meeting on 1 December 1987 adopted the Council Decision concerning the vocational training of young people and their preparation for adult and working life. It also adopted Conclusions on long-term unemployment, calling on the Commission to present an action programme in this field (6).

## **B. EUROPEAN PARLIAMENT**

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

2. Resolutions were adopted in the course of 1987 on issues ranging from the role of education and training in Regional Development to the European dimension at school, including specific Resolutions on minority languages and cultures and on the education of migrant workers children.

3. In the training field the Parliament considered the Commission's Communication on adult training in firms in a Resolution (7) adopted in May, and formally gave a favourable opinion for the Commission's proposal for a Decision on the training and preparation of young people for adult and working life in November. The issues of Open Universities and paid educational leave were also the subject of Resolutions in 1987 (8).

4. 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.

## **C. ECONOMIC AND SOCIAL COMMITTEE**

1. Two opinions issued by the Economic and Social Committee in 1987 concerned the 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 (9). The Economic and Social Committee also examined the Commission's Communication on adult training in firms and gave an opinion (10) stressing the importance of action in this field on 14 May 1987.

## II. SPECIFIC DEVELOPMENTS IN EDUCATION

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### (i) PROMOTION OF LINKS BETWEEN EDUCATION SYSTEMS

1. From the outset, one of the main objectives of the Community Education Action Programme has been to extend the mutual understanding of each others' education systems and structures and of new policy initiatives in the various Member States. Such mutual understanding provides the necessary foundation on which practical collaboration in specific policy fields can be established, especially through exchanges and study visits, the mounting of joint pilot projects and the creation of European networks of specialists and institutions. In this way too, the rich diversity of European experience can serve as a stimulus to improve standards of education provision for the future.

2. A seminar on the content and goals of primary and secondary basic education was organized by the Belgian Presidency in collaboration with the Commission in Brussels from 25 to 27 June 1987. The seminar, which brought together the Directors-General concerned from the Ministries of Education and national experts from all twelve Member States, followed on from the meetings of Directors-General for Secondary Education held in Montpellier (1984), Echternach (1985) and Oxford (1986). Discussions, in working groups, were based on the following three main themes:

- the components of basic education;
- the development of the content of basic education;
- the evaluation of the results of basic education.

A draft overview of information on the situation with regard to basic education, provided through the EURYDICE network in reply to a questionnaire established in preparation for the seminar, formed the basis for discussions. This document was finalized during the second half of 1987.

### Study visits for education specialists

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1. 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 correspondence between European education systems through study visits organized by the different Member States which allow participants to acquire direct experience in another Member State and to put up to date and quality information at the disposal of policymakers and practitioners.

2. The six themes of the scheme are:

- general study of secondary and vocational education;
- methods of certification and assessment;
- actions to combat illiteracy;
- the new information technologies and schools;
- innovations in the education of young handicapped persons;
- equality of choice and opportunity for girls in schools.

3. For the school year 1986-87 the Commission awarded around 520 grants with 483 specialists actually participating in visits. This was a considerable increase on previous years and was mostly due to the accession of Spain and Portugal, which were rapidly involved, as either participants or organizers, in a total of 53 visits.

4. The success of the scheme is mostly due to good preparation: several Member States organized preparatory meetings for candidates and each participant is supplied in advance with appropriate documentation, prepared by the Commission and the "Pädagogischer Austauschdienst" (educational exchange service of the Standing Conference of Education Ministers in the "Länder" of the Federal Republic of Germany), with the assistance of EURYDICE. At the end of their visit all participants write a report and these constitute another rich source of information. A full report of the scheme has been submitted to the Commission by the "Pädagogischer Austauschdienst", which administers the scheme on the Commission's behalf.

5. The scheme for the school year 1987-88 was prepared during several meetings throughout 1987:

- a meeting of officials responsible for coordination at national level on 8 September;
- meetings to brief future participants in most Member States (with the Commission's participation in Paris, Lisbon, Zoetermeer, Brussels and Bonn);
- meetings of officials responsible for coordination and members of the thematic working groups in Madrid, Paris, Brussels, Zoetermeer and Lisbon. The Commission also organized a meeting specifically for members of the working group on illiteracy in Coimbra in October as a starting point for future visits on this theme.

6. The meeting of 8 September resulted in a document "Updating of programme of study visits for education specialists" (11) which was presented to the Education Committee in October 1987. According to this document and the ensuing discussions in the Education Committee:



- the programme is to be more easily identified: it will henceforth be called "ARION" an acronym of its Dutch title (Actieprogramma: Reizen met een Instructief karakter voor Onderwijsspecialisten);
- study visits are to be preplanned: the programmes of all study visits are to be drawn up in advance and thus allow the optimum use of grants;
- the number of themes is extended from 6 to 13, thus allowing all fields of education activity to be integrated, except those which include separate provision for study visits;
- the number of participants 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: advance information for participants in the form of documentation or meetings; reports in the form of questionnaires to facilitate computerized use of data; general "rapporteurs" by study visit; organization of thematic seminars.

## **EURYDICE**

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1. EURYDICE, the Education Information Network in the European Community, was established in 1980 to underpin the Community Education Action Programme and facilitate the process of mutual enquiry between Member States interested in the implications of European policy developments on national reforms. The work of EURYDICE is 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 in all 12 Member States, generally located within the national Ministries of Education. The European Unit also provides technical support to the national centres designated to the specialized information network on the teaching and learning of foreign languages, and to EURYCLEE, the information network on the new information technologies and education.

2. The Commission chairs regular meetings of the Heads of all EURYDICE Units to organize technical cooperation. In 1987 two such meetings took place: in Brussels from 15 to 16 January and in Florence on 9 October. The second followed a two-day EURYDICE seminar on the computerization of educational documentation systems prepared by the Italian EURYDICE Unit under the responsibility of the Commission and the Italian education authorities.

3. In addition to the 1,074 policy surveys provided by the network in response to some 118 formal requests in 1987, 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. Within the context of this enquiry system, the majority of National Units, with the assistance of the European Unit, have continued to compile national dossiers covering key features of their Member State's education system. The European Unit has put together a dossier on the main aspects of the Community Education Action Programme. In July 1987 the dossiers were translated into English, French and German and reproduced and sent to the National Units for use in providing rapid replies. A feasibility study on the computerized management of the data was completed in September 1987, which led to the dossiers being included in the Community Education Data Base. The latter was also increased in 1987 by 1,200 new items and a selection of 2,343 press cuttings.

4. In 1987 the following EURYDICE information documents, presenting the situation in each Member State and the Community as a whole, were produced:

- Section on Education of the Commission's report on Social developments in the Community in 1986;
- Basic Education in the Member States (working document);
- School Calendar (digest with tables);
- The Teaching of Languages in the Member States (updated and extended document);
- Diagrams of breakdown by sex of the numbers of inspectors and head teachers in the education systems of the Member States;
- Direct Financial Aid for Students;
- Directory of Member States' Public and Private Bodies Working in the Field of the Education of Migrants' Children (updated and extended document);
- European Dimension in Education: Inventory of Teaching Material;
- Illiteracy: Inventory of Teaching Material.

In addition, the EURYDICE documents "The Education Structures in the Member States of the European Communities" and "Regulations concerning compulsory schooling in the Member States of the European Community" were updated to include information on Spain and Portugal, and will be available in all official Community languages. The EURYDICE analyses "The Initial Training of Teachers" and "The Employment and Status of Teachers", produced at the end of 1986 in English, were made widely available in French and German, and, in collaboration with the Greek National Unit, the European Unit published the Greek version of speeches made at the EURYDICE seminar on the Greek education system in May 1986.

5. The EURYDICE European Unit assisted the Commission in the production of the latter's report on developments in the fields of

education, training and youth policy in 1985 and 1986 and provided, at the Commission's request, three overviews of developments in Community education and youth policy in 1987 for inclusion in "EUROEDNEWS", the periodical of the U.K. Centre for European Education. It also provided technical assistance to different experts undertaking or completing studies for the Commission.

6. Throughout 1987, a major effort was made in the communication policy of the European Unit, with the improvement and multiplication of EURYDICE News, and EURYDICE Communiqués. Two issues of the former were produced, in May (No.3) and November (No.4), with centre dossiers on the education of migrants and the second transition programme, and seven of the latter. The European Unit also 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 18 Commission conferences and meetings in the various Member States. Moreover, the European Unit sent 1,350 documents to the National Units, 55,000 documents in answer to individual requests, provided documentation and information to 1,600 visitors and hosted 132 meetings of officials or experts invited by the Commission's education services.

7. Within the framework of the joint management of the EUDISED Thesaurus by the Commission and the Council of Europe, the EURYDICE European Unit continued to act as terminological coordinator and provider of technical expertise in 1987. In particular, a meeting of a group of specialists in the terminology of the new information technologies and education was held on 28 to 29 June and 1 July at the European Unit to prepare an extension of the Thesaurus in this field.

8. Cooperation with the European Centre for the Development of Vocational Training (CEDEFOP) and the Official Statistical Office of the Community (OSCE) has also been further developed in 1987. In particular, the European Unit contributed to the chapter related to education in the publication "Europe in Figures" produced by the OSCE (12).

### Statistics

For three years the OSCE, in collaboration with CEDEFOP and the Commission, has been involved in an attempt to compile data concerning expenditure on vocational training in the Member States. On 31 March and 1 April 1987 a meeting took place to discuss a test survey, which has since been sent to a limited number of countries; the results are in process of being examined.

### **(ii) INTRODUCTION OF NEW INFORMATION TECHNOLOGIES IN SCHOOLS**

1. At the end of 1984 the Commission had adopted a work programme (13) for the period 1985-1987 designed to implement the Council's mandate on "measures relating to the introduction of new information technologies (NITs) in the school systems" (14).

2. Within 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, EURYLEE, met twice in 1987.

3. EURYLEE was set up in 1986, with one or more centres designated in each Member State. Based on the model of the EURYDICE network, although differing from the latter in that it is specialized in a certain sector of education, and 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. The EURYLEE network operates using an electronic mailing system. A brochure presenting the network (produced by the European Unit of EURYDICE) is in the process of being finalized.

4. Two European Summer Universities took place in 1987 with the assistance of the Commission within the framework of its programme for the new information technologies and education. The first was organized by the Scottish Council for Educational Technology (SCET) in Glasgow from 7 to 14 July with the aim of designing and producing fully documented and tested educational software which can be used throughout Europe. As the development of educational software can take many months, activities connected with the Summer University had been in progress since the beginning of the year. The development of 13 software units was completed during the Summer University and testing in the Member States continued until December. Selected European educationalists at the Summer University worked alongside SCET's professional computer programmers.

The second Summer University was held at Liège from 22 to 28 September and allowed a broad exchange of experience between educational practitioners (teachers, head teachers, 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 organization 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 will soon be available in the form of a practical guide for teachers.

5. In addition, four European Seminars took place within the context of the EC programme during the last three months of 1987.

The first, in Tübingen, FRG, from 25 to 31 October, dealt with the effect Intelligent Tutoring Systems (ITS) have on the treatment of general educational questions and the development of study programmes and teaching strategies. The aim of the seminar was to integrate current approaches, findings and prospects of artificial intelligence and cognitive psychology into education through discussions between researchers and educationists. To this effect, ongoing research projects were presented and their educational implications debated.

The second seminar, on the implications of new information technologies for teacher training, was held in Madrid, Spain, from 25 to 28 November. 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 third seminar, concerning the classroom use of wordprocessors, particularly in lower secondary education, was organized in Soest, FRG, from 2 to 4 December. Three case studies, from Denmark, FRG (North-Rhine Westphalia) and the UK, formed the basis for discussions. 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. A final report on the seminar, summarizing the value of wordprocessors for non-vocational education and outlining some characteristics of good educational wordprocessors, will be made available later this year.

The fourth seminar, "EDITE 87", for European policymakers, took place in Coimbra, Portugal, from 9 to 11 December, with the aim of evaluating the achievements of the first stage of the programme, and promoting a debate on the implications and strategies for future action. Participants (which included national officials responsible for NITs and education and the heads of EURYCLEE centres) expressed concern about the need for criteria to assess the effectiveness of their courses of action to take into account the complexity of their educational systems and the constraints that must be faced in a fast-changing, technology-driven world. The seminar was an invaluable opportunity for Member States to take inspiration from each other in shaping their own evaluation strategies.

6. Finally, a special meeting involving young people aged 15 to 18 from all Member States was organized 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.

7. A final report on progress at Member State and Community level in this field is being drawn up.

### (iii) EQUAL OPPORTUNITIES FOR GIRLS AND BOYS IN EDUCATION

1. A Resolution to promote equal opportunities for girls and boys in education (15), 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, required Member States to implement a range of policies and also involves measures to be taken by the Commission in order to support national efforts. To this effect, actions launched in 1987 were first discussed with national officials responsible for equal opportunities.

2. In accordance with the three priority areas defined - making all participants in the education process aware of equal opportunities; educational guidance for girls, especially towards scientific and technical disciplines; and teacher training - Commission initiatives to implement the Resolution in 1987 covered, respectively:

- a poster competition held jointly in Greece, Ireland, Portugal and Spain, which aimed both to obtain a high quality product and make schools and families aware of equal opportunities. The competition mainly concerned secondary schools, but also covered primary schools in Spain. The Ministries of Education distributed circulars containing the rules of the competition and national juries were established. The winners from secondary schools were invited by the Commission to spend a week in Brussels from 7 to 12 September 1987, the visit being organized by the CNIJ, Centre National d'Information des Jeunes, Brussels, while winners from primary schools in Spain spent a week at a tourist site in Spain. The best posters will be published shortly 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 comprises two stages: a preparatory phase from January to June 1987 to create and test questionnaires and other instruments such as videos and role games; an operational phase from September 1987 to June 1988. National officials met on 1 September 1987 to evaluate the first stage, for which an interim report has been drawn up. A final report will be written in September 1988.

- cooperation with European teacher associations with a view to launching Commission action in 1988. A European colloquium was organized with the CSEE (Comité syndical européen des enseignants) from 24 to 26 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 describes the situation existing in the Member States and proposes strategies for future action.

3. Within the context of cooperation with parents' associations a European colloquium was organized 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 towards the following:

- the organization of a seminar on educational and careers guidance for girls by "Progetto Donna" in Rome in March;
- action research in nursery schools in Belgium, Italy and Portugal aimed at diversifying small children's concepts of male and female roles;
- an inventory of studies, research and teaching regarding women at university and non-university level in 6 Member States, the first part of which, in 6 other Member States, had already been completed by GRIF.

5. Other products resulting from Community assistance given in 1986 included:

- an inventory of NGOs in 6 Member States active in the field of equal opportunities, compiled by CREW (Centre for Research on European Women);
- a practical guide for teachers concerning young migrant girls, drawn up by the IRFECD (Institut International de Recherche et de Formation pour l'Education, les Cultures, le Développement - located in Belgium) on the basis of action undertaken in schools in Belgium, France and the Netherlands;

**(iv) EQUALITY OF OPPORTUNITY : EDUCATION OF CHILDREN WITH PHYSICAL DISABILITIES AND MENTAL HANDICAPS**

1. Conclusions on an initial programme of Community measures over the period 1988 to 1991 in favour of the educational integration of handicapped pupils (16) 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.

The contribution of the new technologies and the establishment of a network of positive experience at local level are seen as priorities. Information exchanges will be assured with the assistance of the EURYDICE network and HANDYNET data base.

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

1. The Council Directive (17) on the education of migrant workers' children, adopted in 1977, imposed three main obligations on host Member States in relation to the children of Community migrants: the provision of free tuition to facilitate initial reception, including in particular the teaching of the official language of the host state; the training and further training of teachers responsible for 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 in respect of all children irrespective of country of origin. A second report on the implementation of this Directive will be presented to the Council and European Parliament during 1988.

2. Within the context of the Education Action Programme, the Commission organizes a series of pilot experiments, colloquia and meetings of experts in the field of the education of migrants' children. A Commission memorandum on Community activities during 1987 in this field was submitted to the Education Committee at its meeting of 21 December 1987.

3. The pilot experiments in progress or recently completed focus on the following themes:

- the improvement of 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.

Among the most important achievements in 1987 was the launching of pilot experiments by the two newest Member States, 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. The Ministry of Education and Science in Spain has prepared a socio-linguistic survey to define the characteristics of such curricula for Spanish pupils in French-speaking Belgium and France, and in Luxembourg the Ministries of Education of Portugal and Luxembourg are collaborating on introducing the integrated teaching of Portuguese language and culture in primary schools in several communes.

4. Two European colloquia, organized by the respective national authorities in collaboration with the Commission, within the context of pilot experiments completed in 1987, presented different models for teaching the language and culture of origin. In Hengelhoef (Belgium) from 27 to 29 April, participants (senior officials and experts from all Member States) examined original ways of teaching ordinary subjects such as geography and civics through the language of origin; and in Coventry (UK) from 28 to 30 September, they took an in-depth look at the curricula, teaching

materials and examination conditions needed for the teaching of Community languages in secondary education.

5. 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 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", which was also given to the Education Committee on 21 December 1987. Furthermore, the permanent secretariat of the ECCE group, attached to the Erziehungswissenschaftliche Hochschule Rheinland - Pfalz, Abteilung Landau, FRG, will produce a special edition of the Commission periodical "Social Europe" describing all experimental activities supported by the Commission and placing them in the broader framework of the Community's education and migration policies. The ECCE group and the directors and evaluators of projects were brought together in a meeting held by the Commission in Brussels from 3 to 4 November 1987.

#### **(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 all Member States (except Spain and Portugal which are to be the subject of a separate study) in 1984 and 1985 with the assistance of the Commission. The French version of the study was published in 1986 and the English (18), Italian and Spanish versions in 1987. The German version is under publication. On the basis of this study an initial exchange of views between senior Ministry of Education officials from the Member States and representatives of gypsy and travelling communities was organized by the Commission in Brussels on 15 and 16 July 1987. The documentation resulting from this meeting will be used to draw up 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.

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 on this subject held by the Commission in Brussels on 19 and 20 March 1987; the second part was completed in October 1987.

## **(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 (19). 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 concentrates its attention mainly on preventive measures at primary and secondary level, although may deal with adult education when this falls under the responsibility of the Ministry of Education, met four times at the invitation of the Commission in Brussels in 1987.

2. The first European colloquium on the fight against illiteracy, and part of the above-mentioned Community programme, was organized by the Commission in cooperation with the Greek authorities in Athens from 16 to 18 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.

The colloquium called, inter alia, for increased Community exchange possibilities concerning information and teaching materials, for flexible, differentiated individualized programmes, an increased accent on teacher training and exchanges, and coherent multi-dimensional programmes which include educational measures to tackle the social poverty which breeds illiteracy. A full report containing numerous proposals will be available at a later date.

3. The first conclusions on school failure (20), also adopted by the Council and Ministers of Education on 14 May 1987, called upon the Commission to present a Communication on this problem concerning the significant number of educationally unqualified young Europeans leaving the school system who face an increasingly demanding labour market in terms of training. To this effect a study, to be carried out by CREG was launched in October 1987 to identify and analyse:

- national and regional measures implemented in Member States to reduce or prevent school failure;
- certain characteristic local experiments;
- research in progress on this subject and its use.

## **(viii) MEASURES TO IMPROVE FOREIGN LANGUAGE TEACHING AND TO SUPPORT LESSER USED LANGUAGES AND CULTURES**

1. Knowledge of foreign languages is a key factor in cultural, economic, technical and scientific cooperation among the citizens of Europe, as well as in the creation of a People's Europe and the

achievement of the Single Market in 1992. On 4 June 1984 the Council and Ministers of Education adopted conclusions (21) aimed at giving fresh impetus for action in this field.

2. The group of experts and senior officials designated by Ministries of Education and responsible for the teaching of foreign languages, established in 1986 to facilitate the implementation of these conclusions, has met on several occasions at the invitation of the Commission. It has examined the priority areas for increased cooperation between Member States and guidelines for a Community language programme, in particular measures to:

- offer the maximum number of future language teachers, during initial training, the possibility of spending at least six months in a higher education institution in the country whose language they intend to teach;
- improve the in-service training of employed language teachers;
- encourage the use of foreign language assistants;
- intensify study visit programmes for national, regional and local officials responsible for foreign language teaching;
- organize regular meetings of officials, teacher trainers and experts on methods and practice of foreign language teaching;
- carry out studies, in addition to the work of the Council of Europe, on particular aspects of developing a strategy to improve language teaching for pupils, students and adults.

A first exchange of views on pupil and teacher exchanges took place at the meeting of the group on 3 and 4 February 1988.

3. The Presidency of the Education Committee presented an interim report on the activities of the group during the Education Council of 14 May 1987. It is planned to present a full report to the Education Council of 24 May 1988.

4. A network of foreign language information centres, foreseen in the conclusions of 4 June 1984, is in the process of being set up. Since several Member States have yet to designate their centre(s) it was not possible for this network to become fully operational in 1987. However, those centres that have been designated do cooperate with the EURYDICE network on an ad hoc basis. During 1987 the latter continued its task of collecting, updating and disseminating information on the organization and development of language teaching in different levels and branches of education, the initial and in-service training of foreign language teachers and exchanges of pupils, students and teachers.

5. 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 (22). Further to the Resolution of October 1981 on a Community charter of regional languages and cultures and of ethnic minorities' rights (23), 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.

6. 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 and national committees in Belgium, 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 organization and administration of Commission study visits.

7. The following activities were supported in 1987:

- educational pilot experiments, involving the teaching of lesser used languages in schools in Ireland, Italy and the UK (Wales);
- the development of teaching methods and materials;
- the initial and in-service training of teachers;
- cooperation with the media;
- exchanges of information, views and experience, involving a series of 6 colloquia;
- study visits, involving 70 persons active in the field;
- the preparation and establishment of a network of information and documentation centres on regional languages and cultures.

8. During 1986 and 1987 the Frisian Academy, in collaboration with the European Bureau, has assembled critical descriptions of 35 models for teaching regional languages. These formed the basis for discussions at the colloquium on bilingual education in Leeuwarden, the Netherlands, on 25 to 29 April 1988. In addition, it was decided that the report "Linguistic minorities in countries belonging to the European Community" will be completed by a study on regional languages and cultures in Greece, Spain and Portugal, to be carried out by Barcelona University.

#### **(ix) PROMOTION OF THE EUROPEAN DIMENSION IN SCHOOLS**

1. In 1985 two important events gave impetus to the Commission's efforts to promote the European dimension in schools. On 3 June the Ministers of Education agreed a series of actions to be launched at Member State and Community level (24), and on 28 and 29 June the Heads of State and Government adopted the report of the ad hoc Committee on a People's Europe which reiterates this agreement (25).

2. According to the agreement, the Education Committee should submit a report on progress in this field every two years. To this effect, an interim report was presented to the Education Council of

14 May 1987; the Ministers of Education took note of this and invited the Education Committee to present a final report in 1988. The interim report was drawn up by a consultant designated by the Commission as a member of the sub-committee on the European dimension, set up by the Education Committee at its meeting of 25 to 26 June 1986 to prepare the implementation of the Council mandate. A first exchange of views on the interim report took place during the European Conference on the European dimension in Maastricht from 18 to 20 June 1987. On the basis of the main conclusions and recommendations of this conference, the sub-committee, which met on 21 September and 27 November for this purpose, has finalized a text, in the form of a Resolution, to be submitted to the Council and Ministers of Education for adoption on 24 May 1988.

3. The conference on the European dimension in Maastricht was organized by the Commission and the Ministry of Education and Science of the Netherlands. 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 organizations (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, a summary of which is available from the Commission, cover: curricula, extra-mural activities, the initial and in-service training of teachers, and teaching materials. With the aim of encouraging better coordination between them and avoiding the duplication of projects, the Commission had already organized a meeting of NGOs on 6 May 1987.

4. In 1987, for the second time, the European Parliament approved a limited budget to produce geographical maps of the Community for secondary school pupils. Some 1,900,000 such maps were produced and distributed, partly through national Ministries of Education and partly during educational events organized by the Commission's Press and Information Offices in the Member States.

5. Other initiatives receiving assistance from the Commission's budget to educate young people in a European spirit concern in particular:

- curricula and examinations;
- initial and in-service teacher training;
- the development and distribution of teaching material.

#### **(x) COOPERATION IN THE FIELD OF HIGHER EDUCATION**

##### **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 (26) 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 complement the various programmes introduced by the Community to increase innovation and industrial competitiveness, ESPRIT, RACE, BRITE, etc., which foster cooperation in research and development between universities and industries of the different Member States. COMETT is to be carried out in two phases over a period of four years. 1986 was a preparatory period. The budget available for the three-year operational phase, 1987-1989 is 45 million ECU.

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-organized 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. By the beginning of 1987 a COMETT Committee, comprising two representatives from each Member State, had been set up to assist the Commission to make decisions concerning the programme. A meeting was held in Brussels on 11 and 12 November 1986 with the Commission and representatives of the Member States, and broad agreement was reached on such important issues as application procedures, the diffusion of information at national level and the promotion of transnational contacts.

4. In addition, the Commission established the COMETT Technical Assistance Unit, to assist it in the practical implementation of the programme, in Brussels, and a network of COMETT information centres, one in each Member State was created. These centres disseminate information on the programme, respond to enquiries and facilitate contacts between interested parties at both national and transnational level. In this context, the Commission published a Guide for Applicants 1987, containing the forms to be used in order to submit an application, a description of the programme, conditions of eligibility and criteria and principles governing the award of Community support, which was forwarded to thousands of firms, universities and other interested institutions. In 1987 the Commission also organized, in cooperation with the national centres, high-level information seminars in the Member States.

5. In 1987 there were two rounds of application and selection, to cover four of the five actions outlined in the programme, with deadlines of 31 March and 1 July respectively. Thus the 16 million ECU earmarked for 1987 made it possible to finance:

- 108 university-enterprise training partnerships;
- 1,067 transnational placements in enterprises for students and 73 transnational fellowships for personnel in universities and enterprises;
- 136 joint transnational university-enterprise continuing training projects;

- 62 multilateral initiatives for the development of multimedia training systems.

No call for applications was made with regard to the fifth area of action: additional information and evaluation measures.

6. The COMETT programme has achieved considerable success in all quarters, highlighted by the fact that applications were presented by universities and enterprises in all Member States. Indeed, the keen interest already expressed by industry and university circles for the first round (500 applications covering over 1,500 university-industry cooperation schemes) quickened in the second round, with 550 new dossiers being submitted, involving 1,047 COMETT projects. Overall, the Community financial assistance requested totalled around 200 million ECU, obviously much more than was available. The fields covered by the 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.

#### **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 and officially adopted by the Council Decision of 15 June 1987 (27) with a 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. It 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 of higher education cooperation gained through the grant schemes it has been operating since 1976. The Commission is assisted in implementing ERASMUS by the ERASMUS Bureau, formerly the Office for Cooperation in Education.

2. The ERASMUS programme, the aim of which is to increase student mobility, and thus intra-Community cooperation, involves 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 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, intensive courses, ERASMUS prizes, etc...

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 two meetings in Brussels in 1987, July and November, addressed various key questions concerning the implementation and development of the programme, notably ways and means of working progressively towards a balanced participation of all Member States and academic disciplines.

4. Also in accordance with the Council Decision, most Member States have designated National Grant Awarding Authorities, the role of which will be to administer ERASMUS student grants in close collaboration with the Commission. A first meeting of representatives of these authorities was held in Brussels in November 1987 in order to ensure the appropriate coordination of their work with the other components of the ERASMUS programme.

5. The results of the first year of operation, 1987/88, indicate that the achievement of a student's Europe is now becoming a reality. The entire available budget (in fact 11.2 million ECU) was committed and covers the following:

- Inter-University Cooperation Programmes (ICPs): financial support is earmarked for universities from different Member States which jointly organize student or teaching staff mobility programmes or jointly develop part of their courses. The 398 ICPs selected constitute what is called the European University Network, and share a 3.85 million ECU budget. More than 800 higher education institutions are involved in these ICPs which cover all university disciplines.

- Student mobility grants: 357 of the 398 ICPs selected receive further support in the form of ERASMUS grants for their students. In view of the priority given for the first year of operation to the development of a European University Network, in accordance with the Council Decision officially adopting the programme, only students participating in an ICP are eligible for an ERASMUS grant in 1987/88. A budget of 3.1 million ECU was available for these grants, from which some 3,000 students will benefit.

- Visits: financial support has been granted to enable higher education staff members to go on study visits to another Member State. Most of these visits are intended to prepare the ground for new inter-university cooperation agreements. In 1987/88, 1,138 projects are receiving financial support.

- 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. Twelve projects have been selected.

6. The Heads of the National Academic Recognition Centres (NARIC) met at the invitation of the Commission on two occasions during 1987 to discuss academic recognition processes related to students completing periods of study in another Member State. Preliminary consultations were also made with regard to the Commission's proposals for the introduction, with effect from the academic year 1988/89, of the European Community Course Credit Transfer System (ECTS).

7. 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 over 40

information seminars, conferences and other meetings between September and December 1987, many of them organized jointly with agencies in the Member States concerned. Two issues of the Commission's higher education newsletter, now entitled ERASMUS and previously entitled DELTA, were produced in 1987.

8. The preparation of the fifth edition of the Student Handbook was largely completed during 1987 and will be published in 1988, together with a number of additional publications, mostly emanating from the NARIC network.

#### **(xi) TEACHER EDUCATION AND CONDITIONS OF SERVICE**

1. The Council and Ministers of Education adopted, for the first time, conclusions on in-service training for teachers on 14 May 1987 (28). 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 emphasized: the clarification of objectives in this field; the establishment of a variety of consistent and flexible training programmes for 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 implement the following five actions:

- encourage meetings between organizers (regional and national) performing the same tasks in the various Member States;
- coordinate case studies and analyses of training strategies prepared by officials or experts in the various Member States;
- hold a further meeting of senior officials to examine the results of work;
- examine, in close collaboration with the Education Committee, other necessary initiatives;
- submit a report on the results of work to the Council by 31 December 1989.

3. Within the context of the first action mentioned above the Commission held a first meeting on the occasion of the summer university on the in-service training of teachers organized at the initiative of the Spanish Ministry of Education in Madrid from 13 to 19 July 1987. The summer university centred on:

- the challenges for education in the world of the future;
- the changing role of the teaching profession and the content of training;
- in-service training linked to practice in the classroom;



- school-based in-service training;
- teacher trainers (qualifications, training, etc...).

Participants made proposals for further cooperation at Community level with regard to: the continuing training of teachers, specific areas such as the new information technologies, and the conditions and problems of the teaching profession (recruitment, age structure, etc...). Conclusions of the summer university are available.

4. The Ministers of Education also noted with interest the Commission's study on in-service training for teachers in the twelve Member States and asked the Commission to circulate it widely and update it regularly with the assistance of the EURYDICE network. The study was published in the Education Policy series by PIE - Maastricht, has been widely distributed by EURYDICE in 1987 (1,080 copies) and continues to be in demand.

5. A Commission document on initial training is available in the nine official languages of the Community.

6. The comparative study on the conditions of service and the career development of teachers in the Community, carried out with financial assistance of the Commission and the technical assistance of EURYDICE, following a mandate of the Education Ministers, was completed in 1987. The ten national reports have been translated from national official languages into English; the summary report is available in Dutch, and English.

7. In addition, the Commission began, in 1987, to re-examine, with regard to teacher mobility, all aspects concerning the application of Article 48(4) of the Treaty of Rome to various sectors of public service.

### III. SPECIFIC DEVELOPMENTS IN VOCATIONAL TRAINING

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

1. The Commission's proposals for a new 5-year Action Programme for the Training and Preparation of Young People for Adult and Working Life were adopted by the Council of Ministers on 1 December 1987 (29). The programme is a direct response to the mandate given by the Milan European Council (June 1985) inviting the Commission and Member States to follow up the measures proposed in the Adonnino Committee report on a "People's Europe" which underlined the importance of Youth Policy for the Community. It is directed at improving and diversifying vocational training and enhancing its capacity to adapt to new demands arising from rapid economic, technological and social change, and brings a Community dimension to vocational training, especially in the context of preparing for the Internal Market in 1992.

2. The programme concerns the years 1988-92 and its principal aim is to assist Member States to do "their utmost to ensure 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". In particular, the Commission will be adding a Community dimension to national vocational training policies by:

- launching a European network of training initiatives to link up national and regional projects aimed at tackling the priority needs described above;
- offering grants to assist innovative projects, in which young people themselves are involved in the planning, organization and implementation of activities, which are aimed at meeting young people's need for information, and at developing their entrepreneurial skills, responsibility and creativity;
- supporting exchanges of vocational training specialists;
- promoting comparative research on vocational education and training issues, including the effectiveness of youth training programmes;
- conducting reviews of the evolution of vocational qualifications;
- providing technical assistance as necessary in the implementation of the programme.

The Commission will be assisted in the implementation of the programme by the European Centre for the Development of Vocational Training (CEDEFOP), and by regular consultation with policymakers and representatives of the social partners.

3. 1987 was the last operational year of the Community's second Action Programme on the Transition of Young People from Education to Adult and Working Life (set up in 1983) and was mainly devoted to the assessment and dissemination of the Programme's outcomes at local/regional, national and Community level. This objective

determined most of the Commission's activities in this field, carried out in collaboration with IFAPLAN, the team of experts which assists it to implement the Programme.

4. The final report on the second Action Programme was adopted by the Commission on 23 December 1987 (30). The report analyses the social, economic and educational challenges to which the programme responded and the 30 pilot projects involved, and submits policy conclusions and recommendations addressed to national, regional and local educational policymakers and practitioners on the following specific growth areas for action:

- links between schools and the world of work;
- provision of coherent and continuous guidance;
- reducing school failure and early drop-out;
- in-service teacher training and school development;
- positive action to promote gender equality for girls and young women in transition;
- initiatives to enhance the participation and active support of parents;
- cooperation at Community level.

5. In parallel with the preparation of the final report, the Commission has cooperated with the national authorities of several Member States in order to hold, between May and December 1987, a series of five high-level European conferences to disseminate the results of the Programme.

(i) A conference on the theme "cooperation and partnership" took place in Mons, Belgium from 25 to 27 May 1987. The key points arising from discussions, which focused on the results of a series of pilot projects on this theme in Belgium, Denmark, Greece, Ireland, Italy, the Netherlands and the United Kingdom, are: 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. As a practical example of partnership resulting from the Programme, those responsible for the projects in Denmark, Ireland, the Netherlands and the United Kingdom are collaborating in trying to draw common conclusions about their work and hope, in due course, to publish some materials for wider use.

(ii) The aims of the second conference "Gender Equality in Education and Training", organized in Gilleliffe (Copenhagen), Denmark, from 15 to 18 September 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 - local, regional and national; and to consider the potential for transfer of the experiences, actions and policies emerging from the work of the pilot projects.

(iii) The third of these conferences, dealing with "young people in difficulty", was held in Berlin, FRG, from 14 to 16 October and included a visit to the project centre in the Kreuzberg area of Berlin which contains large numbers of immigrants.

(iv) A fourth conference, in Sorrento, Italy, from 17 to 19 November, focused on the role of schools in relation to economic development, and the need for more active collaboration and partnership between schools and industry. Senior industrial representatives took part, together with senior officials from education and training Ministries. The conference concluded with recommendations to the Commission for further action in this field, including a survey of existing industrial investment in schools, which has now been commissioned.

(v) The final conference of the year, in Paris, France, from 14 to 16 December, was on the theme "Guidance, and the vocational and social integration of young people".

At each conference, presentations of work and an exhibition of project materials illustrated the main outcomes of the pilot projects' work in the thematic area concerned. The European Unit of EURYDICE and CEDEFOP presented information on the whole of the Community's action programme in the fields of education and vocational training. Two further conferences were planned for 1988: one on school-industry links, in the Netherlands from 16 to 18 March; the other on young people's work experience, in Ireland from 25-27 May.

6. Throughout 1987 the Commission also supported a number of seminars and conferences, organized either by pilot project staff or Ministries or other authorities within the Member States, to present the outcomes of individual projects or the Programme as a whole to a wider audience of policymakers, 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, the last workshop, on the theme of disadvantaged young people, taking place in February in Berlin. These workshops were often linked to the intensive programme of inter-project visits, again started in 1984 and completed in 1987, which formed a major vehicle for the transfer of experience within the Programme. In 1987 a total of 40 such visits took place, including 11 from Spain and 1 from Portugal. With regard to the extension of experience to the latter two countries the Commission also provided assistance to 1 national and 4 regional conferences in Spain in 1987; a large national conference had already taken place in Portugal in December 1986 with Commission funding.

7. Within the series of thematic reports on the outcomes of the Programme ("Working Documents" series) new issues were published in 1987 and widely disseminated in 9 languages on:

- 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.

Further reports were prepared for publication in early 1988. The series of "Innovations", which contains 39 short leaflets describing a particularly innovative approach developed by one or several projects was completed, as was also a special video-film on the Transition Programme. The latter was made available, on request, to pilot project staff and authorities in the Member States for use in the dissemination process.

8. Within the framework of the second Transition Programme, the Commission continued and extended in 1987 its experimental action of offering financial support to Young People's Projects, that is, small-scale projects largely initiated and run by young people themselves. In the course of the year, it was assisted by IFAPLAN and the Scottish Community Education Council. The Commission also receives advice on action in this field from a group of national advisors - young people, youth professionals and project evaluators - meetings of which were held in Brussels in February, June and November. The Youth Forum also participated in these meetings. 188 projects selected from the 663 project applications received by the Commission before 1 October 1987 were funded, a considerable increase on the 1986 figure of 73. Projects centred on assisting development in four main areas: employment opportunities; new forms of training; youth information; and provision for disadvantaged young people. Other sub-themes that have emerged include: the use of media and new technologies; opportunities for girls and young women; and housing and accommodation.

9. The first steps in promoting information exchange and networking with regard to the Young People's Projects were made in 1987. A list with details of all projects financed was sent to all projects and produced interesting results, including the exchange of sample tapes from a number of video projects and joint training courses in Belgium and the Netherlands. Discussions between those involved in projects in the FRG, France, Ireland, Flanders and Southern Italy have led to joint training, joint public relations and promotions, and proposals to establish data bases on Young People's Projects. Two international exchanges of experience took place: the first organized by AnCO (the Irish Industrial Training Authority) on the theme "Employment Creation, Training and Development" in Dublin in the Summer, with young people from Belgium, Denmark, the FRG, Italy, the Netherlands and Portugal; the second, organized by JEMP, the Flemish youth work organization, in Belgium in November, with young people from the FRG, Greece, Spain, France, Luxembourg and Scotland, included an exchange of experience, an overview of youth work policy in Belgium and visits to a number of projects funded by the Commission. In addition to the promotion of projects at national level, at Community level the Commission has cooperated with the Youth Forum on two special issues of the Forum's magazine "Youth Opinion" solely devoted to the subject of youth initiatives.

10. The comparative study "The educational and vocational guidance services for the 14-25 year age group in the European Community", which reviews the organization of guidance and counselling services and recommends how the Commission might best support their future development, was completed for 10 Member States (Portugal and Spain are to be 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 different services. The 12 country reports were scheduled to be published in the Commission's "Document" series in February 1988. A full synthesis report, with diagrams produced with the technical assistance of EURYDICE, was published in the Education policy series by PIE - Maastricht in 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; and 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 (31). 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 (32). It also responds to the Council Resolution of 11 December 1986 (33) 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; promoting the development of new in-service training practices.

3. Based on the Communication the Commission has held a series of consultations throughout 1987 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 of 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 including the socio-economic aspects linked to the internal market.

4. The Community programme for cooperation between residential centres for adult education was further developed in 1987 with 34 seminars being co-financed by the Commission in this context. (16 of these were organized by the "Fédération Internationale des Maisons d'Europe" and 5 by the "Centre International de Formation Européenne"). An annual report has been drawn up briefly describing the seminars and the recommendations and conclusions resulting from them. The cooperation scheme, which was launched by the Commission following the initiative of the European Parliament to establish a budget line for this purpose, supports programmes dealing with the following areas:

- 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...);
- Impact and curriculum dimensions of basic adult education and training as a part of local employment and vocational training initiatives particularly aimed at the education/training/re-training of long-term unemployed adults and of those with little or no work experience (cooperation between industry, trade-unions, public authorities, development agencies, etc...);
- Role of adult education and training as a factor of socio-economic and labour market development in disadvantaged urban or rural areas, including environmental protection;
- Improving effectiveness and skills of educators, trainers and instructors involved in adult education and training, particularly with a view to enhance and promote the public image of adult education and training and its active role in society;
- Meeting the needs of cultural and linguistic minorities as well as specific socio-economic categories by the 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.

The working party of participating centres met with the Commission in June and agreed on a number of approaches to improve the operation of the overall programme.



**(iii) 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 (34) 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 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. As a preparatory measure to the launching of a Commission action programme to combat long-term unemployment, a network is being set up, linking successful experimental projects from all Member States. This network has a dual role: to identify good projects, examples and practice; and to evaluate the projects identified. A small group of national experts has been designated to set up this network, with two of these experts engaged to investigate and evaluate all education, training and guidance measures to combat long-term unemployment. In consultation with the Commission and CEDEFOP, they produced a report at the end of September 1987 which was presented as a working document to the Advisory Committee for Vocational Training at its meeting on 7-8 December 1987. Based on discussions with the Advisory Committee, which welcomed the report and suggested some specific changes largely relating to comments on national situations, and contact with the appropriate authorities in the Member States, the experts have been asked to draw up a revised report. They have also been requested by the Commission to provide a draft "guide to good practice" looking specifically at measures to provide "in-firm" training for the unemployed in both real and simulated work situations, and to assist, in particular through participation in expert groups and workshops, in the preparation of the vocational training aspects of the action programme.

**(iv) RURAL DEVELOPMENT**

1. The Commission began an examination of the future of the rural world in 1987, to prepare a report looking closely at all issues relating to rural development, particularly in the context of changes in agricultural policy. Particular attention was paid to the human resource element and to the importance of education and training infrastructures in rural areas.

**(v) INTRODUCTION OF NEW INFORMATION TECHNOLOGIES IN VOCATIONAL TRAINING**

1. In implementing the Council Resolution on vocational training and new information technologies (35), the Commission submitted to the Council in 1985 its detailed work programme for 1985-88. The work programme, known as EUROTECNET comprised three broad areas of activity:

- a European network linking innovatory demonstration projects on initial and continuing training
- a concerted research programme on a series of key policy questions affecting the development of vocational training
- European study visits for vocational training experts concerned with the field of new technologies and training.

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 agreements of Val Duchesse.

2. In 1987 the network of demonstration projects expanded through reinforced contributions from Greece, Spain and Portugal, by adding a sectoral dimension with projects from the construction industry, and by the inclusion of more company-based projects. The final list of demonstration projects has been published: 135 projects, 14 of which are part of the construction sector. A national launching conference was held in Spain on 10 and 11 December 1987, and further conferences are planned for early 1988 in Greece and Portugal. In addition 30 inter-project visits took place. With regard to the research programme, reports outlining the main results and conclusions from 1986 were consolidated and new research was launched on the training of trainers, certification and validation of new qualifications. Independent studies related to the EUROTECNET Programme accomplished in 1987 include the MEDA Project on the preparation of an assessment tool for training software (REREF) aimed at helping designers, users and publishers of software, and an investigation on the European market about supply and demand for databases designed for vocational training (Club D).

3. Within the context of developing and transferring accumulated knowledge, three national dissemination conferences were organized in 1987: the first in Bonn, FRG in October on the theme "Information technologies and skills changes, results from recently terminated research projects"; the second in Liège, Belgium in November on the development of teaching material; and the third in Luxembourg in December with the title "Basic training for the machine tool industry". These were complemented by specialized working parties on the machine tool industry in September in Maastricht, and on small and medium-sized enterprises in October in Barcelona. Handbooks resulting from the conferences and technical reports on the working parties will appear in early 1988.

4. Other publications prepared include pamphlets on new information technologies and training for young people, women (for re-entry into employment), skilled workers, and small and medium-sized enterprises, and three issues of the EUROTECNET newsletter. In addition in November 1987 the EUROTECNET database and EUROTECNET information stand became operational. The former is due to go online in 1988.

5. Alongside the EUROTECNET programme itself are a number of other Community-level developments affecting new information technologies and vocational training:

- on a proposal from the Italian authorities, and with the agreement of the Directors General for Vocational Training, given at their meeting in Paris in February 1987, preliminary work has been started in setting up a European Observatory on Occupations. This consists of a survey in Member States on occupations in the information technology sector. In November 1987 a consultant was contracted to draft the methodology for the survey, a procedure for which had already been agreed by national experts in July and CEDEFOP national research centres in October.

- in November 1987, a draft tool for evaluating training software for adult trainees was completed by a Community-level team of experts on the basis of national grids and matrices and client surveys. It will be tested during 1988 in selected companies before being published, formatted onto disks and used by software designers, trainers and publishers;

- the results of a market survey on supply and demand for vocational training data bases, and methods of improving European cooperation between operators, the final report of which was also completed in November 1987, are to be made available with the cooperation of CEDEFOP.

#### **(vi) VOCATIONAL TRAINING FOR WOMEN**

1. On 3 April 1987 the Commission issued a Communication on Vocational Training for Women (36) 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 (37) 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 to training in areas where they are under-represented in particular.

2. As a complement to the activities of the Member States, the Commission has retained its group of experts, IFAPLAN, to establish a network of demonstration projects on vocational training for women throughout the Community, with the intention of launching this network on a formal basis at a Community seminar before the end of 1988. The Commission will then proceed to fund national seminars on the themes of the projects selected, study visits between Member States, appropriate research into the subject, and a wide range of information material on the progress of the network. Since September 1987, IFAPLAN have been in the process of establishing the network, to be called IRIS. In addition, a network coordinator and assisting consultants to visit Member States and identify projects have been appointed, agreement has been reached on background information material/brochure for the network and information material has been printed in all official Community languages.

## (vii) COMPARABILITY OF VOCATIONAL TRAINING QUALIFICATIONS

1. On 16 July 1985 the Council adopted a Decision on the comparability of vocational training qualifications between the Member States of the European Community (38). 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. The decision required the Commission, in close cooperation with the Member States and the organisations of workers and employers at Community level to establish the comparability of vocational training qualifications in the Member States and to publish the results of the work. The text identified five levels of training: semi-skilled, skilled, technician, higher technician, and full university levels. For the present, the Commission is concentrating on the second level.

2. The Commission, in cooperation with the Member States and both sides of industry, selected six priority sectors on which effective comparability should be established in a first phase (1985-87). They are:

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

In 1986 and 1987 the Commission worked on updating and establishing Community descriptions of vocational training qualifications in the first five sectors. This work was undertaken with the technical assistance of CEDEFOP and on the basis of technical dossiers established by the latter since 1978 at the request of the Commission, and its Advisory Committee for Vocational Training. Experts were designated to work on each sector from the Member States and organizations representing the two sides of industry. The Community catalogue of trades and occupations under the European communicating system for jobs available and jobs wanted under international clearing - SEDOC - was used as a common reference framework.

3. Technical work concerning the hotel and catering industry, the motor vehicle engineering industry and the construction industry was completed during 1987 and the first Community descriptions on the comparability of vocational training qualifications in these sectors are due to be published shortly in the form of a Commission Decision in the Official Journal (excluding public works in the last sector at the request of Germany). A model information sheet and a series of tables on the qualifications in each sector will also be published in the Official Journal. Work on qualifications in the other three sectors also began in 1987, with two expert meetings on agriculture, horticulture and silviculture and one each on electricity/electronics and textiles. It is anticipated that progress in the latter sector may be somewhat slower given the

absence of already constituted technical dossiers. In order to ensure the distribution of the results of work each Member State has designated a coordination body which is responsible for providing information to those concerned, particularly employment and training agencies.

4. In addition, two studies related to this field have been carried out during 1987. The first, concerning the structure and qualifications of the work force in the textile/clothing industry, was used as a reference document for discussions in this sector. The second, with the participation of DGV-C but under the responsibility of DGVA and DGIII, covered vocational training in the steel industry.

#### **(viii) TECHNICAL ASSISTANCE TO GREECE AND PORTUGAL**

1. In accordance with Council Regulation EEC 815/84 of 26 March 1984 (39) concerning exceptional support in favour of Greece in the social field, technical assistance was granted to the Hellenic Republic in relation to the construction, adaptation and equipment of vocational training centres. The three experts involved in the evaluation of a programme for the development of training infrastructure in the greater Athens area paid their final visit to Athens from 6 to 10 April 1987 in the context of the construction of 40 new training centres. The experts' final report was submitted to the Commission in May 1987, giving a generally positive appraisal of progress being made, and presented to the meeting of the Management Committee on the implementation of the Regulation in October 1987. Following on from the recommendations in the final report, the Commission initiated two further actions in 1987. Firstly, on 20 November a meeting was held in Brussels between the Commission and representatives of Greek Ministries and organizations dealing with vocational training and education issues with the objective of deciding on the medium-term policy in this field, and secondly, the Commission agreed to grant assistance to Greek agencies wishing to arrange study visits for their officials to competent agencies in other Member States focusing on the introduction of new technologies and related training issues.

2. In the case of Portugal, the Commission and the Portuguese authorities have pursued throughout 1987 three areas of cooperation with a view to providing technical assistance in the vocational training field:

- funding a critical analysis of a Portuguese initial draft study on the concept of a national centre for the training of trainers, carried out by CECOFORAMA, a Belgian organization with good links to Portuguese training circles. The Commission received the report in August 1987 and copies have been forwarded to the Portuguese authorities, CEDEFOP and other agencies.

- supporting a series of short study visits for Portuguese officials to firms or organizations in other Member States in order to allow them to profit from vocational training activities in industrial sectors of importance to the Portuguese economy.

- funding, through the French organization ADEP, the technical assistance required for the experimental training project for vocational training and employment officials in the Coimbra region.

These three actions have now been subsumed by the Commission's proposals on PEDIP (European Programme for the Development of Portuguese Industry) where vocational training is one of four priorities. On 19 November 1987 the Commission sent the Portuguese authorities a document setting out proposed Commission action, and discussions were held late in 1987. As a basis for action under PEDIP, the Commission commissioned four major studies, which should be completed by mid-1988, on vocational training in Portugal; they concern the insertion of young people into adult and working life, vocational training and rural development, technological training and industrial development, and the development of guidance and advice structures.

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

1. Following the official visit of President Delors to China in the Summer of 1986, the Commission is having exploratory and preparatory discussions with this country on cooperation in vocational training. In this context, and after a briefing meeting organized by DGVC with the participation of representatives from other pertinent Commission services, four experts designated by DGVC carried out a study visit to China from 21 November to 13 December 1987.

#### **(x) 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 DGV and DGXIV, 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. (Bord Iascaigh Mara), to Portugal and Spain 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, given the lack of vocational training possibilities open to them.

#### IV. SPECIFIC DEVELOPMENTS IN YOUTH POLICY

In addition to the education and vocational training policies for young people described in I and II, the Commission has continued to develop a number of other activities involving young people.

##### **(i) EXCHANGE OF YOUNG WORKERS**

1. The Third Programme for the Exchange of Young Workers was adopted by the Council in its Decision of 13 December 1984 (40) and covers the period 1985-1990. The Commission has been running an exchange programme for young workers since May 1964. In 1987 over 3,500 young people participated in the programme, an 8% increase over 1986 despite the fact that the budget remained static at 4.5 million ECU. 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, normally operated on a group basis, range from the short term (for example, a three-week study visit with young people from two other countries, on new approaches in a career field common to them all) to the long term (for example, a six-week language course in the host country followed by an orientation and training programme and a work placement, with a total duration of up to 16 months). Major changes adopted in the Third Programme include the possibility for registered unemployed to participate; the widening of the network of Promoting Bodies and other interested parties who cooperate with the Commission; the increasing number of innovative forms of exchange supported within the programme (in 1987, 47% of exchanges were innovative in nature); and the promotion of female participation in exchanges, particularly in new technology areas and non-traditional sectors (in 1987, 50% of participants were female).

2. The annual Review Meeting with representatives of Member State Governments, of employers' and workers' organizations and those European organizations which have specific responsibilities for and direct experience of exchanges was held by the Commission in Brussels on 6 November 1987. In addition, in 1987, 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 of the scheme to support youth exchanges (see next chapter), 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 for 1988.

##### **(ii) YOUTH EXCHANGES**

1. Following its adoption on 7 June 1983 of a Resolution on promoting youth exchanges (41) and on 15 December 1983 of a Resolution to support voluntary service (42), since 1984 Parliament has created a new budgetary article for youth exchanges, and made available a small initial credit to enable the Commission to start helping young people in these activities. The original level of credit, 200,000 ECU to cover 13 grants in 1984, had substantially expanded to 1,000,000 ECU to cover 87 grants in 1987. Recipients

have included local authorities; local, regional, national and international youth organizations; non-profit-making bodies working with young people; youth clubs; and other bodies active in promoting youth mobility and youth exchange.

2. In March 1986, the Commission proposed to the Council a generalized programme to promote youth exchanges in the Community, the "YES for Europe" programme (43). The programme received favourable opinions from the European Parliament and Economic and Social Committee in 1986 but is still under discussion between the Commission and Council. The ad hoc group set up within the Council to discuss the proposal reported in 1987, and although a degree of consensus had been reached on the text of the programme, outstanding problems remained with certain Member States as to the financing and legal basis of the Decision, in 1987. The aims of the programme are:

- to increase the number and quality of youth exchanges between the Member States;
- to give particular support to exchanges involving young people from countries at present under-represented, or whose language is less widely-spoken;
- to give priority to exchanges organized by the young people themselves, or involving young people whose personal circumstances make participation in youth exchanges particularly costly or difficult.

3. The Commission has used the credits available to it since 1986 along the general lines indicated by the "YES for Europe" programme, both with regard to preparatory activities and guidelines for the expenditure of funds. The programme provides for a series of "actions":

- direct grants to support youth exchanges themselves. In 1987 some 7,549 young people in 285 groups were involved in direct exchanges receiving grants.
- a short study visit scheme for youth workers. This scheme was not operated as such in 1987 since national agencies to be involved in its organization did not exist in all Member States. However, an application for a multi-national group study visit of particular merit did receive a grant.
- a scheme to grant-aid European level non-governmental organizations (NGOs) in developing a youth exchange capacity. Two grants (there were twelve applications) were made available in 1987: a second-year grant to the European Centre for Community Education in Koblenz (FRG), a non-profit-making organization specializing in the training of youth workers for youth exchange; and a grant to the exchange group coordinated by the "Danish Production Schools Exchange Unit".
- a scheme of preparatory visits for exchanges in the vocational training context.
- national programmes run by nationally designated agencies in support of youth exchanges. The Commission supported the launch of the Dublin Youth Exchange Bureau in 1987 and made a grant to



the new Landelijk Centrum voor International Jongerenwerk in the Netherlands. It also gave a small grant to the Standing Conference of Youth Organizations in Northern Ireland for the development of a training and support package for youth workers.

- European-level training in youth exchanges. Two grants were made to the European Centre for Community Education, for programmes held in Glasgow (Scotland) and Corrigliano (Italy); one grant was made to "Youth for Understanding - European Educational Exchanges", for two seminars on 'training of trainers' held in Amsterdam; a grant was made to the "Fédération Léo Lagrange" (délégation Rhone-Alpes, France), for a multi-national training programme of 20 youth workers drawn from across the Community; and finally, a grant was made to the Fédération Française des Maisons de Jeunes et de la Culture (operating on behalf of the European Confederation of Youth Clubs organizations - ECYC) for the development within ECYC of a European-level training programme.

- technical support at European level. The Commission decided in 1987 to arrange for external technical support in the field of youth (and young worker) exchanges. Accordingly, an agreement was made with the Europa-Union Deutschlands, in Bonn, for the establishment of a technical support team in Brussels, to assist with the operation of the Commission's grant scheme to support youth exchanges, and of the Third Joint Programme for the Exchange of Young Workers. The Commission also actively supported in 1987 the development of a European Youth Card. Building on an initial seminar funded by the Commission in 1986, representatives of Youth Cards in France, Portugal, Netherlands, Flanders, Spain and Scotland met again in 1987, and in June signed the "Convention of Lisbon", providing for mutual recognition of each other's cards, as well as standardization of format, colour, dates, age-range, etc. The Commission also supported a multi-national youth exchange held around the signature of the Convention. At the end of 1987 further youth cards were being developed in French-speaking Belgium and in Greece, and the matter was being studied in a number of other Member States.

4. Finally, a series of "Guides for the young visitor" of different European countries has recently been published by the European Youth Information and Counselling Association (ERYICA) with the assistance of the Commission. The aim of these guides is to encourage the educational, social, economic and cultural mobility of European young people; they contain information on international exchanges, study and employment possibilities, travel documents, transport and communications, accommodation, tourism and leisure facilities. By the end of 1987 guides were available for Belgium, Denmark, Spain, France, the Netherlands and the UK.

**(V) RELATIONS WITH INTERNATIONAL ORGANIZATIONS IN THE FIELD OF  
EDUCATION, VOCATIONAL TRAINING AND YOUTH POLICY**

1. Continuing cooperation has been maintained throughout 1987 with the international organizations 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 organized by these bodies, and meetings at departmental or secretariat level. The Commission takes particular care to invite representatives of these organizations to all the conferences, seminars and workshops organized in these fields of common interest.

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 Section I, Chapter XI 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 a meeting of Senior Officials was held in October 1987 to discuss the main theme for this.

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 a meeting of the high-level contact group in November 1987, 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.

- (1) Sixteenth Report on the Activities of the European Social Fund
- (2) CEDEFOP Annual Report 1987
- (3) OJ L 166 of 25.06.1987
- (4) OJ C 211 of 08.08.1987
- (5) OJ C 178 of 07.07.1987
- (6) OJ L 346 of 10.12.1987
- (7) OJ C 156 of 15.06.1987
- (8) OJ C 246 of 14.09.1987, OJ C 305 of 16.11.1987
- (9) OJ C 180 of 08.07.1987
- (10) OJ C 180 of 08.07.1987
- (11) V/1223/87-EN, 176 EN
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- (13) COM (84) 722 final
- (14) OJ C 256 of 24.09.1983
- (15) OJ C 166 of 05.07.1985
- (16) OJ C 211 of 08.08.1987
- (17) Council Directive 77/486/EEC of 25.07.1977  
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- (19) OJ C 211 of 08.08.1987
- (20) OJ C 211 of 08.08.1987
- (21) 7113/85 (Presse 85)
- (22) OJ C 318 of 30.11.1987
- (23) OJ C 287 of 09.11.1987
- (24) 7113/85 (Presse 85)
- (25) SN 2536/3/85
- (26) OJ C 222 of 08.08.1986
- (27) OJ C 166 of 25.06.1987
- (28) OJ C 211 of 08.08.1987
- (29) OJ L 346 of 10.12.1987
- (30) COM (87) 705 final
- (31) COM (86) 780 final
- (32) OJ C 193 of 20.07.1983
- (33) 11294/86 (Presse 201)
- (34) 11294/86 (Presse 201)
- (35) OJ C 166 of 25.06.1983
- (36) COM (87) 155 final of 03.04.1987
- (37) OJ L 342 of 04.12.1987
- (38) OJ L 199 of 31.07.1985
- (39) OJ L 88 of 31.03.1984
- (40) OJ L 331 of 19.12.1984
- (41) OJ C 184 of 11.07.1983
- (42) OJ C 10 of 16.01.1984
- (43) COM (86) 52 final, COM (87) 76 final.





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