

European Communities

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## Report

drawn up on behalf of the Committee on Youth, Culture, Education,  
Information and Sport

**on/youth activities**

**Rapporteur: Mrs M.-J. PRUVOT**



By letter of 21 December 1979 the President of the European Parliament authorized the Committee on Youth, Culture, Education, Information and Sport to draw up a report on youth activities.

On 30 October 1979 Mrs Pruvot was appointed rapporteur.

At its meeting of 18/19 December 1979 the committee laid down a number of guidelines concerning the content of the report to be drawn up.

It considered the draft report at its meetings of 20/21 February, 29/30 May, 27/28 October and 3/4 December 1980 and, at the latter meeting, unanimously adopted the motion for a resolution and the explanatory statement.

Present: Mr Kavanagh, vice-chairman and acting chairman; Mrs Pruvot, rapporteur; Mr Brok (deputizing for Mr Henckens), Miss De Valera (deputizing for Mr Israel), Mr Hutton, Mr Papapietro, Mr Patterson and Mrs Viehoff.

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The Committee on Youth, Culture, Education, Information and Sport hereby submits to the European Parliament the following motion for a resolution, together with explanatory statement:

MOTION FOR A RESOLUTION

on youth activities

The European Parliament,

- stressing the importance of evolving comprehensive policies at Community level in favour of young people and with their complete involvement and cooperation,
- recognizing the significant contribution already made by the Youth Forum, in its brief period of existence, to the evolution of policies of relevance to young people,
- aware of the role which the Community can play in the elaboration and implementation of measures in the field of vocational training and education which can have a considerable influence on the lives of young people, through eliminating inequalities and combating unemployment,
- particularly concerned that exchanges of young people at Community level - enshrined in Article 50 of the Treaty of Rome - be intensified,
- further concerned that greater efforts be made towards ensuring closer coordination of measures for the young disabled in the field of education and training,
- having regard to the communication from the Commission to the Council of 1978 concerning the teaching of foreign languages in the Community (exchanges of young people aged 10 to 18),
- having regard to the preliminary draft report on cooperation among young people in Europe (FOULKES report - Council of Europe 65/456),
- having regard to the report of the Committee on Youth, Culture, Education, Information and Sport (Doc. 1-826/80),

## THE EUROPEAN YOUTH FORUM

1. Welcomes the fact that the Community regards the European Youth Forum as a partner, particularly in regard to questions relating to young people, and recommends that the Commission should consult the European Youth Forum before taking decisions in this area so as to take its recommendations into account;
2. Calls on the Forum to remain open to all categories of young people and to continue its policies towards ensuring it is in a position to assess the attitudes and aspirations of young people, particularly the underprivileged, who do not belong to organizations;
3. Calls on the Forum to have in mind the young people in the three applicant countries and give them an opportunity to voice their opinions and participate fully in the Forum's activities;
4. Requests the Council therefore to facilitate implementation of these important activities by approving the Commission's proposals to increase appropriations under Article 254 to cover the Forum's annual operating costs and to provide finance for complete projects;
5. Stresses that the Youth Forum has the right to express its own opinions independently of the European institutions, and that it should continue to report on its activities to the European Parliament through the appropriate parliamentary committees;

## EDUCATION AND TRAINING

6. Calls on the Commission to draw up a report on the application of the principle of equal educational opportunities including action taken on previous recommendations of the European Parliament and the various meetings of the Council, which report should also give an account of measures taken with regard to the teaching of handicapped young people, children of the economically deprived social classes, girls and children of migrant workers;
7. Is anxious that the Council Directive of 25 July 1977 on the education of children of migrant workers who are not nationals of a Member State should be implemented as quickly as possible, and therefore requests the Commission to forward to Parliament without delay the information it has received from the Member States concerning the measures they have adopted in application of this Directive;

8. Notes that appropriations from the European Social Fund can be used to organize special courses for immigrant workers' children and to train teachers for the purpose, as well as to draw up pilot projects; regrets that the funds available are very limited and calls on the Commission to provide information on the activities funded and their results;
9. Welcomes the fact that account is being taken in syllabuses of the development of new technologies (such as data processing) and that efforts are being made to prepare pupils for these innovations; requests the Commission to keep it regularly informed of such efforts to help pupils to adjust;
10. Regards the European Schools as too closed, and therefore considers that they should be improved in structure and increased in number with the aim of improving teaching programmes, especially in the language field, and of extending their intake to include children who are not members of the families of Community officials;
11. Considers that the most effective and equitable long-term strategy would be to adapt the existing schools controlled by the public authorities to meet the requirements of both native and migrant children through a type of teaching which corresponds to reality and the local situation;
12. Considers that sport should be regarded as a facet of education and culture which is important in its own right; expresses the hope that appropriate Community measures will be proposed to promote the organizations of sports events for young sportsmen and that the new regulations of the Regional Fund will enable it to make a financial contribution towards the creation or improvement of sports facilities for young people;
13. Believes that, where aid from the Member States is insufficient, Community aid must be granted for vocational training and vocational preparation; the resources of the Social Fund must therefore be increased as a matter of urgency; support should in particular be given to efforts to introduce systems for alternating work and training;
14. Takes the view that on the eve of the international year of the disabled the Community must improve and increase measure to help young disabled persons, in order to ensure closer coordination of national policies on rehabilitation, education and medical research;

15. Considers, moreover, that there can be no effective policy without proper funding and that it is therefore essential to ensure a substantial increase in the appropriations so far earmarked for the disabled, particularly for educational purposes;
16. Notes the alarming increase in alcoholism and drug addiction among young people and believes that a strenuous programme of education is needed to stress the dangers of alcohol and drugs;

#### EXCHANGES OF YOUNG PEOPLE

17. Believes that exchanges of young people at Community level are essential for increasing mutual understanding as a step towards creating a common attitude in the interests of a better Europe;
18. Welcomes therefore the second programme to promote exchanges of young workers, but requests the Commission also to consider measures to encourage large undertakings with branches throughout the EEC to increase the mobility of their employees and to ensure that young workers taking part in exchange programmes are given reasonable remuneration, adequate social security, suitable training for the transition to working life and the opportunity to obtain the required knowledge of the language of their host country;
19. Calls on the Commission, after consultation with the Youth Forum, to put forward proposals towards the improved promotion of exchanges of youth groups of all kinds and of young people attending school, studying or working or unemployed, whether they belong to organizations or not, including special measures in favour of young people who are disadvantaged because of low income, residence in a backward area or a physical or mental handicap; such proposals should also include support for Member States to promote and intensify bilateral youth exchanges;
20. Calls therefore for the inclusion in the Community budget for 1982 onwards of an appropriate amount to promote such youth exchange programmes, starting with pilot projects;
21. Requests the Commission to draw up an annual report on its youth policies, particularly its exchange programmes; which could be included in a special chapter in the Annual Report on the Social Situation;



22. Is however of the opinion that a Community exchange programme alone can neither meet requirements nor take the place of the work so far carried out by the Franco-German Youth Office and the Central Bureau for Educational Visits and Exchanges, and therefore calls on the Member States to promote youth exchanges, in particular by setting up the necessary machinery for the exchange of advice and information on educational matters in collaboration with the organizations that have so far filled this major role and the new ones which continue to be set up;
23. Hopes that the smaller countries will be encouraged to set up machinery of an appropriate type and size to promote closer practical links with teachers at the local level;
24. Urges that Community arrangements be made concerning the mutual recognition of academic qualifications and courses for students at universities and institutes of higher education, so that courses abroad are recognized as part of the student's education in his own country;
25. Calls on the Commission to examine the possibility of exchanges of young unemployed people in specific professions within Europe; such a scheme could be viewed in the context of the setting up of a European employment office;
26. Calls, in addition to exchanges at school and at work, for the setting up and support of exchange programmes for specific interest groups (e.g. cultural groups in general, musicians, ecologists, political groups, European Youth Orchestra, sports teams, philatelists, etc.);

#### VOLUNTARY YOUTH WORK

27. Considers that exchanges of young people through European voluntary social and cultural service should be encouraged, and calls on the Commission to examine the possibility of social and cultural projects, for example, voluntary aid to disabled people in the social field and the restoration of ancient monuments in the cultural field;
28. Suggests that some thought should be given to reviving the idea of a European peace corps of young volunteers to help with work which the host countries cannot carry out on their own; the young people would, however, have to be helped to acquire the necessary professional qualifications or experience; thought should also be given to the introduction of a voluntary year of social work for young people which could be carried out within the European Community;

CONCLUSION

29. Considers that the projects described in this resolution cannot proceed satisfactorily unless the funds made available to the Commission for this purpose are substantially increased;
30. Hopes that the Council of Europe, in view of its interest in youth activities, will become a privileged partner of the European Parliament and therefore considers that joint working meetings should be held between the representatives of the two assemblies;
31. Instructs its President to forward this resolution to the Council and the Commission.

EXPLANATORY STATEMENTI. INTRODUCTION

The Europe now being built does not belong solely to the politicians. It also influences our everyday lives and is a subject of current importance to which the young citizens of Europe - the future electors of the European Parliament - should not remain oblivious.

It was for this reason that on 30 October 1979, Mrs PRUVOT was appointed rapporteur on 'Youth activities of possible interest to the Community, e.g. those of the European Youth Forum, the organization of contacts and exchanges and voluntary work performed by young people in developing countries'.

This report therefore deals with the Youth Forum, education, contacts and exchanges (e.g. between students and workers), voluntary work performed by young people in developing countries and Community measures for the disabled.

However, before discussing these five subjects, it should be pointed out that the appropriations set aside in the budget for the policy on youth, culture, education and training as a whole amount to roughly 0.4% of the budget, a derisory figure.

Clearly, in our work on the budget for 1982 we shall have to take determined steps to secure a considerable increase in these appropriations.

II. THE YOUTH FORUM

The idea of the European Youth Forum was launched at the summit meeting of the Hague in 1969, where it was decided that young people should participate more actively in the process of European integration. A proposal was drawn up, the Commission gave its support to the idea but the Council rejected it. It was only in 1976, basically thanks to the favourable attitude of Parliament<sup>1</sup>, that the Council decided to set

<sup>1</sup> Doc. 41/74

aside a modest appropriation for the creation of a 'provisional secretariat'. Finally the 'Youth Forum of the European Communities' was set up as an independent body in 1978 and endowed with a President, three chairmen for its three permanent commissions and an executive committee.

The Forum is intended as a place where young people can meet and exchange their points of view as a political platform for youth organizations in their relations with the institutions of the Community. and as a means of stimulating the interest of the younger generation in all matters of relevance to them.

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Bringing together as it does many youth organizations of a political, social, cultural or religious nature, it is a place where the various organized forces of the younger generation in the Europe of the Nine can obtain information, consult each other and express their views.

As laid down in its statutes, the Forum sets out to:

- promote activities and projects which lead to greater participation by young people in the future development of the European Communities;
- extend the role played by young people in the promotion of mutual understanding and safeguarding of equal rights in the European Community;
- promote democracy and real participation at all levels of the European Communities.

#### 1. Relations with the Institutions of the Community

The Commission maintains its view that it is not constitutionally bound to consider the opinions of the Forum before deciding on policy. However, it is prepared to take account of the Forum's recommendations.

For its part, the Forum considers that although important contacts have been established at various levels with the Commission (in particular with the Social Partners' Office in the Secretariat-General) and with the new elected Parliament through the Committee on Youth, in the coming months efforts should be directed at securing respect for the right of initiative of the Forum in matters of concern to young people. Furthermore, the Forum intends to develop its relations with other committees of the European Parliament (Social Affairs, Cooperation and Development, etc.) in fields in which it is particularly active. After several meetings with the Commission and the rapporteur, the Youth Forum representatives voiced their satisfaction at the hitherto constructive attitude of the European Parliament.

The Commission, on the other hand, had merely consulted them on the more technical aspects of matters such as 'the second programme of

exchange schemes for young workers'. The rapporteur ventures to hope that all the members of her committee attach as much importance as she herself to the work done by the Youth Forum, and that the answers to its questions will provide the basis for a constructive report.

On 18 December 1979 the committee conducted a Youth Forum hearing, the minutes of which were circulated to members<sup>1</sup>. One of the major issues discussed was the question of how representative the Forum was. As Mr Roy Jenkins pointed out, as many organizations as possible should be invited to join the Forum, which should not become an elitist organization as a result of the unwise imposition of too many criteria. The participants felt that young people who did not belong to organizations should also be allowed to join.

At the committee meeting of 24 January 1980<sup>2</sup> the question of establishing formal relations with the Youth Forum was examined. The committee decided that the Forum would be sent an agenda of each meeting in advance, enabling it to deliver an opinion in writing on items of particular interest.

The rapporteur considers that, as a matter of course, at least two Youth Forum representatives should be given the right to attend the meetings of the competent committees of the European Parliament and express their views.

## 2. The work of the Permanent Commissions

During the first year, each permanent commission was able to meet three times, draw up a plan of work and make tangible progress on a certain number of issues.

- PC1 - Apartheid and the renegotiation of the Lomé Convention
- PC2 - Employment of young people
  - The problem of the handicapped
  - Migrant workers

<sup>1</sup> PE 62.939

<sup>2</sup> PE 63.052

PC3 - Vocational training

The status of children

The elimination of illiteracy (something between 1% and 5% of the population are almost illiterate)

Limitation of access to Universities

Leisure pursuits - extra-mural education

Youth exchanges.

It was decided that in 1980 the permanent commissions would continue the work they had been engaged upon in 1979. However, a number of new subjects will be broached:

PC1 - A common agricultural policy, the enlargement of the Communities and the democratization of the Institutions

PC2 - Aid for young people from the Social Fund

Alternating education

Adjustment of working hours

Migrant workers

PC3 - Illiteracy

Youth exchanges

Education for leisure

Given the importance it attaches to European integration, the Forum wishes to play a part in fostering awareness of a European identity.

Youth organizations and movements are more concerned about practical issues which condition the future of young people in the Community: employment, vocational training, relations with the developing countries, the statutory and real rights of young people, education systems, democratization of institutions, etc.

Furthermore, notwithstanding any political role the Forum might play, it makes an important contribution to training with the instruction it provides in fields linked to the activities of the European Community (opinion leaders).

At the meeting of 24 January 1980 an initial exchange of views on the activities of the Youth Forum raised a certain number of questions:

- the question of the autonomy of the Youth Forum: is the Forum expected always to adopt a pro-Community attitude? The Forum was set up by the European Community and is financed by the Commission;

the rapporteur, together with the majority of the committee, takes the view that the Forum must not be kept under supervision and that its activities must in no way be subject to pressure. We must not forget that our young people are the life, future and wealth of Europe and the world.

- the issue of illiteracy: our committee should request the executive Committee to carry out a survey on this matter.
  - How many schoolchildren between the ages of 11 and 16 per branch of education?
    - in each Member State
    - in the EEC
  - the structure of qualifications obtained on leaving school:
    - in each Member State
    - in the EEC
  - the vocational aspirations of young people.

The number of people who are almost completely illiterate in the Community is put at between 1% and 5% of the population. Is this an accurate figure?

- Young people outside organizations: in view of the fact that the Youth Forum represents only the official national youth organizations, to what extent is it representative of the majority of young people in the Community who do not belong to any of these organizations?
- Age of permanent members of the Youth Forum: many of the permanent members of the Youth Forum are well over thirty years of age. Would it not be better if those who are in charge of the Youth Forum were themselves a lot younger?

Those in charge of the Forum have agreed in fact that it would be desirable to have as many young people as possible in the secretariat of the Youth Forum. However they stress that the age limit for the Secretary-General and the Assistant Secretary-General is 40.

The young generation cannot be considered as a homogenous mass because young people of the same age often lead very different lives whether it be in education, employment, leisure pursuits (difference between the latin countries and Northern Europe), or even unemployment.

The rapporteur takes the view that the first contact with the Youth Forum was a success and that it should be taken further. It is therefore of the utmost importance that we arouse the interest of the young people of the Community and provide them with better information. The 1979 direct elections to the European Parliament revealed quite plainly that in some Member States young people were distressingly ignorant of the Community and its aims. It is also alarming to note that a large number of young people exhibit complete indifference to the European Community. The Youth Forum certainly constitutes one method of increasing the awareness of young people and encouraging them to play a part in European integration. Although the Forum has only existed for one year, it must be agreed that it has already made a precious contribution. However it must not now be allowed to stagnate in its present structure. It must open its doors to all categories of young people. Efforts must be made to contact other organizations and above all to gauge the state of mind, points of view and aspirations of young people who do not belong to organizations. Lastly, the committee must not restrict its activities to within the borders of the Community. A whole world exists outside the EEC. First and foremost, efforts must be made to enlighten young people in the three potential new Member States of the European Community and to give them an opportunity to voice their opinions. To gain an impression of the importance of these two factors it is enough to look to the reactions of young people with regard to the Community in those Member States which joined the Community in 1973. There is a patently obvious difference: in the original six Member States of the Community, the present young generation were literally born at the same time as the Community came into being whereas in the three States which joined in 1973, they became aware of the Community only belatedly because the information provided before accession was sparse. However neither must Europe become too introspective. It must turn its gaze towards the outside world and firstly towards the developing countries. The Youth Forum has also realized this fact. It is therefore planning to hold a conference together with young people from the developing countries, an initiative which could provide us with a unique opportunity in that our committee could take part in organizing this conference. Lastly, our committee could certainly provide great assistance by gathering, thanks to its contacts with the OECD and, above all, with UNESCO, data on problems confronting young people in the various regions of the world in order to encourage cooperation between young people across national borders.



### 3. Conclusion

The rapporteur considers that the European Youth Forum deserves to be given full consultative powers. Speaking before the Forum's General Assembly on 22 November 1979, Mr Roy Jenkins, President of the Commission, referred to the great interest aroused by the work of the Forum.

Does the President also acknowledge the Forum as representative of youth movements?

He also announced that the Commission had consulted the Forum before drafting regulations on matters most closely concerning it. Although the Commission is apparently unwilling to grant the Forum formal right of consultation in the near future, the rapporteur hopes that it will henceforward be consulted reasonably early in the decision-making process, so that account may be taken of its opinions.

Our Committee:

- expects the Forum to reflect, as far as possible, all shades of opinion, all political, social, and religious ideologies followed by European youth. Any form of discrimination would be undesirable and would form an obstacle to concertation with the elected and representative Parliament.

- hopes, in 1982 to obtain from the European Parliament as a whole sufficient appropriations under budget heading 254 to provide dual financing for the Forum:

- (a) finance to cover annual operation
- (b) overall finance to cover a complete project;

- considers it essential to avoid financing the Forum's work from the Kreyssig Fund, which currently helps to finance the activities of certain youth organizations belong to the Forum.

Such organizations include 'Maisons de l'Europe' and the 'Volkshochschule', where young people from all countries are able to meet and discuss a wide variety of issues, in particular, the European Communities.

Such training of young people in European affairs is so important that when it comes to examine the budget the committee must demand that the appropriations be greatly increased.

Lastly, it should be pointed out that a body dealing with youth matters also exists within the framework of the Council of Europe.

The body in question is the Youth Centre, which was set up in 1972 and has concerned itself with a certain number of matters such as unemployment amongst young people, participation by young people in decision-making procedures and compensation for loss of earnings suffered by young workers. It would also be appropriate if the committee were to decide to meet this organization in the near future, possibly by organizing a hearing on the lines of those held with the Youth Forum.

### III. COMMUNITY EDUCATION AND TRAINING POLICY

#### 1. Education

Although there is no provision of the Treaty which actually provides for the organization of a European policy on education, no one would now dispute the need for Community action in this field. The accomplishment of European union depends in fact to a large degree on the interest and understanding shown in it in the future by the 50 million or so young people in the Community. The establishment of such a policy must be based on close cooperation between the various Community institutions.

Community actions must set itself three objectives:

- 1 - promotion of equal opportunities and preparation for future working life
- 2 - greater mobility of individuals and greater cooperation between institutions
- 3 - lending a European dimension to educational syllabuses.

Equal opportunities presuppose a democratization of education which must be accomplished not by eliminating selection but by adapting teaching methods at all levels. It calls for a high quality of teaching and also requires the removal of any distinctions between the educational requirements of boys and girls.

As regards preparation for working life, the resolution of 13 December 1976<sup>1</sup> contains a number of valuable measures. It provides for the initial and continuous training of teaching staff, continuous counselling and, above all, vocational guidance. In fact stress should be laid on the fact that the effective operation throughout the Community of a well-designed system of professional guidance based on experience acquired in each Member State would help to reduce the present level of unemployment and could moreover lead to job openings not only in the country itself but also in another Member State.

<sup>1</sup> OJ No. C 308 of 30.12.1976

In addition it seems to us that in order to encourage adaptation to change, there is a need to teach an extensive range of subjects, grant special attention to the new technological aspects of work and, if necessary, introduce new subjects in to curricula. The Community should therefore study the best way of approaching this matter.

The form and content of history textbooks could be reworked in order to reflect the European spirit, and history should be taught in greater depth.

Another problem which arises in the education of children concerns the integration of migrant workers' children. At its meeting of 25 July 1977 the Council of Ministers discussed this matter at some length. It would be useful for the Commission to notify Parliament of the measures taken by the Member States in application of the Directive adopted by the Council on that date. Moreover, maximum use should be made of the Social Fund to:

- organize special teaching courses
- train the staff needed to provide these courses
- facilitate the social and professional integration of migrant workers.

The Commission has already instituted a number of programmes in this field and introduced certain programmes of work in favour of the second generation of migrant workers.

The Commission must go further than this by drawing up pilot projects in order to identify more appropriate teaching methods which in particular will make it possible to monitor a child's progress throughout its school career.

The specific character of the European Schools is laid down in the report on the system of the European Schools<sup>1</sup> by the former Committee on Cultural Affairs and Youth.

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<sup>1</sup>Doc. 113/75, Annex to PE 62.665

The rapporteur stresses the value of these schools, considering that the role played by the European Schools in the Europeanization of education should be used to greater advantage and that greater use should be made of the experience they have acquired.

The rapporteur would like to incorporate in this report a number of paragraphs from the report by Mr Karl-Heinz WALKHOFF<sup>1</sup>.

It is unfortunate that in the European Schools there are no courses in social science or civics but there are plans to familiarize pupils with the problems of the Community and European integration.

At present the European Schools are still responsible to a higher board, an intergovernmental body composed of ten members only one of whom represents the Commission.

European Schools should also be set up in cities which, although not the seat of Community institutions, have amongst their population many nationals of other countries of the Community owing to their position as economic and industrial centres.

These schools should therefore be made accessible to children whose parents are nationals of a Member State by removing the restriction concerning the splitting of classes while maintaining the provisions applicable to children of nationals of the country where the school is located. Similarly, the European Schools should be made accessible to children who are not members of families of Community officials.

Furthermore they should offer shorter final courses which would enable pupils to learn skilled occupations which do not require university education.

The rapporteur takes the view that the European Schools are too insular and closed. They should therefore be increased in number and improved in structure in order to give them a European dimension.

Finally, like all educational establishments, the European Schools should be fully prepared to adopt new teaching methods. The emergence and the mastery of new technologies are proving to be of particular importance to the free market economies and the European Schools must not turn a blind eye to developments in this field.

It is important to stress that the question of equal treatment for migrant children resident abroad has gradually developed into a problem of Community importance. Equal treatment is a statutory right of the children of migrant workers in the Community insofar as the children of a national of a Member State who is or who has been

<sup>1</sup> Doc. 113/75, annexed to PE 62.665

employed on the territory of another Member State are entitled to the same general education, apprenticeships and professional training as the citizens of that State if those children reside on its territory.

The most effective and fairest strategy in the long term would be to adapt the existing schools controlled by the public authorities to meet the requirements of both native and migrant children through a type of teaching which corresponds to reality and the local situation. Under these circumstances, children of local origin would be educated in a natural, bilingual environment where they would have an opportunity to learn through more than one language. The main goals would therefore be to promote schools which lay stress on advanced-level language learning for local children and provide migrant children, particularly those from Community countries, with an appropriate form of education. This experience would inevitably aid the development of effective bilingual education systems for migrant children in general.

With the active (particularly financial) support of the Community, the deliberate development of a small number of such schools with specific aims and symbolic significance would do much to promote convergence between the teaching systems of the Member States and to improve the education of children resident abroad. It is fair to expect these schools to provide courses in European civics and inculcate an awareness of a European identity. The schools selected could be assisted with finance from the Community.

The economic and social aims of the Community can only be reached if economic and social policies are accompanied by appropriate education policies which contribute not only to improving the economic strength of the Member States but also to enriching and improving the lives of the citizens. The future well-being of the Community, its standard of living and quality of life depend on an imaginative and efficient education policy.

Sport must be considered as an integral part of culture and education, and it is therefore appropriate that the various issues arising in this connection be included in this study.

The Commission has already launched a number of enterprises (participation by the 'Treaty of Rome' in the round-the-world sailing event). We must show the necessary vision to continue as far as possible along these lines.

While overall policy is the responsibility of each Member

State, could not the Commission consult national sports organizations with a view to taking measures in specific areas?

### Suggestions

- The organization of sporting events for young European competitors.
- The organization of sporting events in which young competitors selected from the Member States could meet those from other parts of the world (creation of a team representing Europe).
- For training purposes the Social Fund could make a useful contribution to increasing the number of physical education teachers and improving their qualifications.
- Loans from the Regional Fund could perhaps be used to provide sports facilities as part of environmental or town planning projects, thus combining utility and pleasure.
- Can the Commission say what progress has been made in its study on the tax arrangements applying to sport, which vary greatly from one country to another? This study might serve as a basis for harmonization in this area.

### 2. Training of young people

Since 1969 the number of young people out of work has been rising steadily, both in absolute terms (from 400,000 to 2 million in 1977) and as a proportion of the total number of unemployed (from 24 to 37%).

Unemployment amongst young people is admittedly bound up with the present economic situation:

- while influenced by the present crisis, it is above all structural in nature whence the need for medium-term measures.

Our intention here is not to advocate an active employment policy since such a policy is based on the trinity: guidance - training - recruitment, but to place emphasis on the second of these three aspects, i.e. training which, if it is adapted to the needs of modern society, should be able to make an effective contribution to reducing unemployment amongst young people.

We propose to examine training from two angles:

1. from the general angle of vocational training
2. from a more specific point of view, i.e. sandwich courses.

(a) Vocational training

The vocational training of young people consists of two parts:

- vocational preparation
- vocational training proper.

Vocational preparation

In future, activity of this nature should be greatly encouraged and be given the financial backing of the European Social Fund.

Community cooperation is needed in order to carry out work on the structures, form and content of such preparation. In this respect, the European Centre for the Development of Vocational Training plays an important part in identifying ways of obtaining the maximum effect from Community aid.

Vocational training proper

There is an increasing trend in the Community towards linking training to experience at work. The rapporteur feels that this trend is to be encouraged.

In fact, to be really effective vocational training should involve a large measure of experience at work; furthermore, in a situation of high medium-term unemployment, training must be directed towards employment prospects, failing which it will serve no useful purpose and simply cause the trainee to arrive belatedly on an already saturated job market. This is why the committee supports the Commission's suggestion that stress be laid on activities aimed at linking theoretical and practical training with employment during the same period (periods of practical experience in the job accompanied by a considerable amount of training).

At the same time, the rapporteur notes that this suggestion concurs with the principle underlying the action programme in the field of education<sup>1</sup> and takes it even further since the latter comprises a series of pilot studies on transition between school and work and provides for the establishment of closer links with the industry during the final years in school.

We also feel that substantial aid should be provided for training programmes in specific occupations for which there is a demand.

<sup>1</sup>OJ No. C 308 of 30.12.1976

Here again the Community can provide technical backing for the reforms under way in the training field by encouraging exchanges of specialists and experience, comparisons of methods, joint assessments and the introduction of common courses for specialized syllabuses.

In concluding on these two points the rapporteur, without denying the need to promote new ways of reducing unemployment amongst young people (such as job creation incentives or incentives to recruit young people which came into effect in 1979), considers that Community aid in traditional fields, i.e. professional training and preparation, should be increased. In order to extend the range of applications eligible for such aid under the Social Fund an enlargement of the Fund's resources is indispensable.

(b) Alternating education

Alternating education was defined by the European Council of March 1979 as the combination of practical training acquired during professional activity at the place of work with theoretical training dispensed by a training department, organization or institute. Seen in a broad perspective, this option is part of an overall policy on the distribution of labour; seen in a narrow perspective, it relates solely to young people arriving on the employment market.

The principles which should guide the organization of alternating education are as follows:

- the system should function according to a definite plan combining in a coherent and gradual manner (using a series of 'modules') practical experience at the place of work and extramural theoretical training (at least 20% of the work programme). Programmes should be devised in such a way as to ensure not only the acquisition of the skills required by the job involved but also a certain versatility needed in order to adapt to changes in techniques and in the organization of work.



The level of skill reached would be given official recognition and would open the way to further training opportunities. The financial cost would be covered as follows: the cost of training at the place of work would be covered by the employer, the cost of extramural training by the public authorities, while the remuneration paid to the young worker would be covered partly by the employer on the basis of the number of hours worked and the minimum wage for the age of the worker and partly by the public authorities on the basis of the amount of training provided and taking account of travel and subsistence expenses.

It must be stressed that the efficiency of the system presupposes close collaboration between the partners involved (employers, workers, public authorities, chambers of commerce or industry, institutions providing training).

Systems which combine work and training exist at present in all the Member States.

They mainly take the form of apprenticeships, part-time education in the shape of weekly courses, full-time courses or employment-training contracts.

The experience acquired in implementing these programmes should be examined because the latter could constitute a good point of departure for sandwich systems.

Linked work and training is particularly suited to young people who leave school without any qualifications and find themselves workless or in a job which offers no opportunity of structured training. It is therefore fair to ask that greater flexibility be lent to the Council decision of 1975 which reserves aid from the fund primarily for young, unemployed persons in search of employment. Other young people must be given the opportunity to become re-integrated into the working population. To this effect it seems to us essential to make a qualitative assessment of types of training and instruction and above all to avoid excessively scholastic formulae because it is precisely due to their rejection of the traditional educational system that young people have left school without any qualifications.

We also feel that the Social Fund should play a role in promoting innovation by encouraging experiments aimed at identifying the best conditions for the introduction or reorganization of systems linking work and training.

### 3. The young disabled

#### (a) Introduction

In considering young people particular attention must be paid to the problems facing the physically and mentally disabled who, because they are different, live in a separate world on the fringes of our own and are too often excluded from modern life. In 1974 a resolution by the Council of Ministers defined disablement as a limitation of physical and mental capacity affecting everyday activities and employment. However, it should be stressed that the legal definitions applying in the Community Member States are different, as are the resulting systems of social security.

All countries are taking specific steps to help the disabled. The declaration of the rights of the child by the General Assembly of the United Nations of 20 November 1959 states that physically or mentally disabled children must receive the necessary treatment, education and special care. In France, Directive No. 75 534 of 30 June 1975 states that social integration and access to sport and leisure for physically, sensorially or mentally disabled children and adults is a national obligation.

While the situation of the disabled varies from one country to another, depending on the standard of living, the social benefits they enjoy and the attitudes of the public, the difficulties with which they are confronted are the same everywhere as far as emotional relationships, the use of public facilities and social status are concerned.

For this reason the European Community is rightly taking measures to consolidate and extend efforts made in this area and to bring national policies closer into line. It has taken specific measures concerning rehabilitation, education and medical research.

#### (b) Review of Community measures

##### 1. Rehabilitation

The Community has been concerned with rehabilitation since 1974, when the Council of Ministers of the Nine adopted a European programme of action concerning occupational rehabilitation.

- There is a European network of thirty rehabilitation and training centres for the disabled.

A certain number of studies and pilot projects have been undertaken and have resulted in interesting exchanges of information and experience.

- Financing for occupational rehabilitation:  
with regard to employment, the European Social Fund has been used to develop re-education facilities in the less favoured regions of the Community. In Ireland, partly thanks to Community support, the effectiveness of programmes for the disabled has been tripled since 1973. All of the counties are to a greater or lesser extent able to offer such programmes.

## 2. Education

In 1976 the Ministers of Education of the Nine decided to take joint measures with a view to helping young people in the transition from school to working life.

Special attention was given to the problems facing the young disabled. At a conference held in Rome in 1978 the Commission of the European Communities reviewed these difficulties with the object of drawing up proposals in which emphasis was to be placed on the educational requirements of disabled children.

## 3. Medical research

In 1978 the first Community measures were taken concerning the registration of congenital abnormalities.

While progress has undoubtedly been made in helping the young disabled, a great deal remains to be done.

### (c) Measures proposed

There can be no effective policy without proper funding. It is therefore essential to ensure that the appropriations earmarked for the disabled in the budget of the European Communities are steadily increased.

The young disabled must be given the opportunity to leave their ghettos. It is essential to promote exchanges at Community level, both at public (institutions) and private level (in families).

European meetings of the young disabled might well prove worthwhile, and perhaps it would even be possible to arrange European games for them.

To facilitate such exchanges a 'European passport for the disabled' could perhaps be introduced, with a view to facilitating journeys for the young disabled by indicating their specific travel requirements (emergency care, need for a travelling companion, etc.).

Further efforts must be made to adapt architectural design to the needs of the disabled. Adjustments should be made to existing buildings and utilities (housing, public premises, transport etc.). To this end, Community grants have been allocated and must be continually increased.

Finally, campaigns should be conducted at European level to promote awareness of the problems facing the young disabled.

In considering the young disabled, mention must be made of young drug addicts and alcoholics, frequently suffering to a varying degree from social or emotional problems.

Generally speaking, your rapporteur is in favour of encouraging the integration of the disabled at all levels of education, training, professional life, social life and leisure.

The handicapped must be given a place at school, at university, in workshops, in factories, in the family and on holiday.

#### IV. YOUTH EXCHANGES

From a Community point of view, there can be no more productive activity than to offer children, adolescents and young people in general, immediate relevant experience in another country of the European Community. Visits and exchanges between schoolchildren, students and workers are particularly worthwhile because of their 'snowball' effect.

They have an effect on entire families, indirectly in all cases, directly in the case of individual exchanges. Generally speaking, as regards their organization or supervision, they require the participation of teachers, advisors, administrators and executives; they may provide a stimulus, or play an active part in existing links between local educational and professional authorities, and even, in the case of twinning, between entire local communities.

In view of how propitious they are to the furtherance of personal experience and to a better understanding of the peoples of Europe and a more open attitude towards the nations of the world, exchanges between young people must be encouraged and promoted.

Naturally they must be conceived, organized and financed by the Member States but large-scale Community action must also be undertaken and pursued at several levels:

- in the schools sector for children between 11 and 16 years of age
- for workers as from 16 years of age (proposal by the European Youth Forum)
- at higher level (university students)
- for teachers.

## 1. Assessment of past experience

Three systems of exchanges coexist at the present time:

- (1) the Community system provided for in Article 50 of the EEC Treaty which stipulates that 'Member States shall, within the framework of a joint programme, encourage exchanges between young workers'.  
To date, two such programmes have been drawn up.
- (2) A system supervised by public bodies, for the most part on the basis of bilateral agreements (student exchanges through the Franco-German office, exchanges between youth workers and leaders of youth associations etc.).
- (3) A system left to the private initiative of businesses (exchanges of long duration for professional purposes), individuals and various organizations (often exchanges of short duration intended for students).

The first exchange programme was based on exchanges of long duration (3 to 6 months) undertaken for the purposes of professional training with employers (in practice they were organized on a sectoral basis in agriculture and, to a lesser extent, in the sector of savings and credit cooperatives).

Given the financial and human resources available, the results were quite satisfactory from the point of view of quality.

The second programme (Council decision of 16 July 1979) was drawn up in the light of experience gained with the previous programme and with the intention of overcoming those difficulties which had been encountered. The guidelines which the programme contains are to be approved whether it be a matter of improving the conditions of exchanges of long duration (4 months minimum) as regards linguistic training and social protection, diversifying traineeship opportunities by organizing exchanges of short duration (3 weeks to 3 months) making it possible for the visitor to have intensive experience of the working environment and way of life of the host country or increasing Community finance.

Furthermore, the development of a network of 'exchange promoters' recognized by the Commission seems an excellent idea. Whilst avoiding a dispersion of efforts, such a European-scale network would have the advantage of offering guarantees as to the nature and quality of the work and the continuity of the activities undertaken.

Generally speaking, the level of information is unsatisfactory. Young people do not know where to go or to whom they should address themselves in order to find out about study visits. In some of the Member States, infrastructures exist which provide information but this is not the case in all countries. An excellent example is provided by the work of the C.B.E.V.E.<sup>1</sup> in the United Kingdom.

## 2. Suggestions

### (a) Student and pupil exchanges

The first suggestion that the rapporteur makes is that the information structures existing in some countries should be adopted generally.

The possibility of setting up a European Youth Office to operate as a vast exchange bureau could also be envisaged, as could the setting up of data banks of information for young people.

In its activities the European Community has not given enough attention to problems encountered by young people spending a given period in a country other than their own (accommodation, travel, making acquaintance with the local population).

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<sup>1</sup>Central Bureau for Educational Visits and Exchanges.

The Commission's work has above all been concerned with encouraging exchanges between youth organizations. In order to promote exchanges between young people who do not belong to these organizations, why does the Commission not consider obtaining special fare concessions on the part of the Member States and special accommodation arrangements for all young people?

The rapporteur feels that the time has come to encourage greater Community activity in this field.

Obviously, contacts between schools and education authorities are the appropriate framework for travel and exchanges between teachers and between schoolchildren. In some Member States exchanges and visits are organized at the level of the regional education authorities, a system which affords a greater degree of flexibility.

For example the joint system organized between the regional education authorities (académies) in France and the local education authorities in Great Britain enables headmasters, teaching advisors, administrative staff and teaching staff to visit the twinned region and enables primary and secondary school children to travel regularly between the two countries, to attend school and take part in projects in practical study centres in France and in Great Britain, as well as to spend two or three weeks in holiday centres or with a family.

The particular advantage of these contacts is that through correspondence, exchanges of prerecorded tapes, photographs, newspapers etc., the schools concerned become well acquainted with the workings of their partner schools and become familiar with town and region where they are located, places of special interest in the area, in short with the history and the geography of the area concerned.

Furthermore, some schools have made use of material gathered through previous exchanges in order to develop a special course involving simple but useful phrases in the foreign language and general information intended to help the next group to become integrated more easily into the other community.

The very varied content of many exchanges demonstrates the imagination of the teaching staff who organize them and the educational benefits which schoolchildren draw from personal contacts with other countries and other ways of life during their school years.

If education is to make any real contribution to international understanding, the European ministers of education will have to encourage teachers to undertake various school exchanges, create the conditions conducive to such exchanges and grant real aid to this very

important educational activity. It is inconceivable that a child should, for economic or social reasons, be deprived of an experience which is considered very beneficial to its intellectual and social development. It should be stressed that school exchanges are more profitable when they are organized in the context of links or twinning between schools, municipalities and local education authorities. In order to enhance their educational value, exchanges should be made an integral part of school curricula and take place during the school year. Apart from developing an attitude of tolerance, which is so necessary if Europe is to be built on a satisfactory basis, school exchanges are extremely important from the educational point of view since teachers, pupils and parents who come into contact with educational problems are in this way involved together in devising new educational approaches and methods.

If finance is limited, the remoter regions of the Community may encounter great difficulty in obtaining partner schools because of the travel expenses linked to exchanges. If the intended goals of school exchanges are to be accomplished, a special effort will have to be made in order to support and provide information for the outlying areas of the Community.

In connection with the development of exchanges in their various forms, it is appropriate to examine the promotion of foreign language teaching. The study of foreign languages as an indispensable key to social intercourse between people of different nations must be given an important place in school curricula if efforts at mutual understanding are not to be totally thwarted due to the consolidation rather than the elimination of the type of preconceived ideas which prevail of a basically tourist nature tends to breed.

Special problems arise in the planning and execution of exchanges when for a particular type of school in one country a corresponding school cannot be found in another country. This is generally the case as regards vocational training. It would therefore seem desirable, if not to say indispensable, that the educational systems of the countries of the EEC undergo harmonization from the point of view of vocational training.

As examples of successful regional and local education authority exchanges, we would refer to the experiments carried out by Burgundy in France, Hertfordshire in the United Kingdom and the Rhineland Palatinate in Germany. These experiments, as well as the many experiments carried out with very satisfactory results by the Franco-German office should, with the financial support of the European Commission, become far more widespread.



Special interests, in fields as different as sport and music, could also be used as a basis for exchanges. In the rapporteur's view, the study of the environment, ecology and the different ways of life of the many ethnic minorities in Europe would provide an ideal basis for exchanges between young people.

One of the not inconsiderable effects of exchanges is also to make young people aware of the problems of migrants.

The rapporteur wants the report to include a mention of 'European Schools' Day' instituted in 1953 in order to promote better understanding of our common European heritage and of the contributions which the different countries have made to it. Much like the European campaign for the teaching of civics and in close conjunction with the European Association of Teachers, European Schools' Day is organized by the European Education Centre in Brussels.

The rapporteur suggests that permanent cooperation be established between the Council of Europe, the OECD, UNESCO and other international organizations involved with youth problems, in order to promote a genuine policy in this field.

As for teachers, their mobility would be increased by the introduction of a European statute for teachers and by the general adoption of a sabbatical year system enabling teachers to undergo retraining. The elimination of administrative and social obstacles to the free movement of teachers should encourage them to complete a part of their studies in the country whose language they intend to teach.

Where the students of the Community are concerned, the principle of free movement across borders must be applied to the maximum.

The mobility of students presupposes that a Community solution be found to three problems:

- the academic equivalence of qualifications, which does not exist. The authorities concerned should automatically recognize the equal value of creative study for the purposes of admittance to institutes of higher education.
- mutual recognition of qualifications, which although provided for in Article 57 of the EEC Treaty, is making only slow progress.
- discriminatory restrictions with regard to foreigners (higher enrolment fees, numerus clausus).

In reply to a written question<sup>1</sup>, the Commission points out moreover that in order to encourage the free movement of students it has made plans for the publication of a guide for students covering all the countries of the Community as well as for joint study programmes organized between institutes of higher education. Plans are also being made for a joint policy approach with regard to the entrance requirements of higher education institutes and for the introduction of a system of Community grants for students who wish to spend a certain period of time abroad as part of their higher education. The Commission stresses in its reply, however, that for the moment there are no provisions which permit the granting of financial aid to student exchanges as such between the Member States.

The decision to award as from 1981-82 some 650 grants under the Community budget to students, other than those studying foreign languages, who wish to complete a course of study in another country of the EEC as an integral part of the course they are following in their own country is a step in the right direction.

However, we must go much further than this by offering all European students an opportunity to spend a university year (the second year for example) in an EEC country of their choice as a recognized part of their studies, as is the case in the United States.

Collaboration between the universities must be encouraged, if we are to meet the scientific challenge represented by the United States, where large resources are made available in this field. Whilst respecting the traditional autonomy of the universities, the Community must arrange links between the universities concerned and grant research credits.

- Institute or increase university chairs in European law and the European economy
- introduce common structures for specialized courses.

(b) Exchanges between young workers

Just a year ago the Commission submitted to the European Parliament its proposal concerning the establishment of the second joint programme to encourage exchanges between young workers within the Community<sup>2</sup>. There is a dual purpose to these exchanges: on the one hand vocational training, and on the other acquainting young workers with living and working conditions in other countries. The

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<sup>1</sup> OJ No. C 310 of 10 December 1979, page 10

<sup>2</sup> Doc. 21/79

first programme dates from 1964 and to date 1500 workers have taken part in it. However, where the Community is concerned, the first programme was limited to covering the travel expenses involved and to providing information on the Community. With the second programme, the Commission wishes also to offer language training and provide young workers with adequate social assurance for the duration of their period abroad. The European Parliament delivered its opinion in a report<sup>1</sup> on this proposal. In particular it pointed out that efforts should be made to inculcate European ideals in young people and that in order to do this the relevant appropriations should be considerably increased.

The rapporteur takes the view that the conditions of periods of long duration spent abroad by young workers are not defined clearly enough as regards social guarantees, recognition of exchange programmes within the framework of continuous national training programmes and retraining.

A number of disturbing aspects prompt the committee to ask the following questions:

- 1 - How can the Commission ensure that the second exchange programme will apply to young blue-collar rather than white-collar workers?
- 2 - How can the Commission ensure that this programme will apply to young workers of all occupations and will not be reserved solely for young farmers and fishermen?
- 3 - How can the Commission prevent participants in programmes of long duration from being used as a source of cheap labour, which is moreover subsidized by the EEC?
- 4 - What measures has the Commission taken to date to enable young participants to derive real benefit for their professional qualifications through the introduction of nationally recognized certificates for programmes of long duration?
- 5 - In the Commission's view, what possibilities are there of organizing special courses for young workers in order to prepare them for their activities in the host firm, and to enable them to cope with the language of the host country?
- 6 - What information does the Commission at present provide in order to encourage applications for grants from interested organizations and to bring exchange opportunities to the knowledge of young people?

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<sup>1</sup> Doc 91/79

- 7 - What efforts have been made by the Commission up to now in order to ensure that programmes of short duration can be co-ordinated with statutory training leave?
- 8 - How is the social protection of the workers involved organized in practice.

Taking up a proposal made by the YouthForum, the rapporteur moreover wonders whether it would not be appropriate to reduce the age limit for access to exchanges from 18 to 16. Young people who have completed their training in a particular occupation may fear that they will not find a job when they return to their country of origin after a period abroad. However, the rapporteur wonders whether a period of training as from 16 years of age in a country other than the country of origin would not, on the contrary, help participants in their transition from school to employment. Having a job and obtaining practical knowledge of a foreign language should make this difficult period in the lives of young people easier to cope with.

In view of the fact that the second programme is directed at young people who entered working life before the age of 20, i.e. at the most disadvantaged, could the Commission not consider measures to encourage large undertakings which have a variety of branches throughout the EEC to increase the mobility of their employees, whether white collar or blue collar?

The rapporteur feels that Community action to assist young people through exchanges between young workers must be directed particularly at young people working in the cultural field. No one will dispute the fact that Europe's future lies with its young people and their culture.

The creation of the European Foundation was decided on by the European Council at its meetings in Brussels on 5 and 6 December 1977 and Copenhagen on 7 and 8 April 1978. It is therefore difficult to imagine that the Foundation will not be set up one day. The second decision taken by the European Council, which is now irreversible, is that the headquarters of the Foundation will be in Paris.

Lastly, the European Council defined the aims of tasks to be assigned to the Foundation.

However the Foundation has not yet been established.

The delay can be attributed to political and institutional factors.

The rapporteur expresses great concern at this delay and at the reason for it, calling for details and a certain reassurance to be given to the committee as soon as possible.

Most of the countries see exchanges as a valuable and particularly effective means of teaching the language and civilization of the partner country and as an exceptional way of creating close ties. The remainder view them as an encouragement to the introduction of an international dimension into their educational system as an indispensable adjunct to modern education and culture.

The organization of international exchanges can be seen as the best way of opening young people's minds to the world and as an excellent way of bringing nations closer together.

One of the ultimate goals of the system of exchanges is to encourage, more than mere friendly curiosity, a better acquaintance with and therefore a better understanding of the partner country. This need is in fact felt by young people in general but it is particularly noticeable amongst the younger generation, which is particularly open to international dialogue.

In short, exchanges should make young people aware of belonging to something greater than a national entity, of the interdependence between nations in all fields, economic, scientific, artistic, philosophical and moral alike, and consequently of the need for solidarity between them whilst respecting their mutual differences, which in themselves are a source of mutual enrichment.

(c) International voluntary work groups

Another way of promoting cooperation and exchange between young people is through the creation of international voluntary work groups, which can be defined as a number of people living and learning together in a simple environment and doing benevolent work, mainly of a manual nature, for the benefit of the community.

The volunteers come from far and wide, the work groups are an expression of the idealism of modern youth and of the sincerity of its aims.

1955 marked the beginning of the spread of international work groups (Africa, Asia, Latin America), whose activities have become

diversified (building sites, studies, social work, rescue work, etc.) and whose aims have therefore become more ambitious (e.g. participation in a governmental plan to develop a region).

However, within the EEC the situation varies from one country to another. On the one hand young people should be encouraged to participate in international voluntary work and on the other urged not to neglect opportunities of performing voluntary work in the developed industrial countries.

The European Commission should provide itself with the means to explore and select appropriate projects in a systematic fashion.

A question arises whether or not special attention should be granted to work groups and pilot projects in those Mediterranean countries with which the EEC has special links, and in the potential new Member States in particular.

In this respect the plan sponsored through the UNESCO 'Gift Coupon' for a regional training centre to serve the western Mediterranean where volunterrs, supervisors and organizers would be given training in the technical skills of management, group work, development planning and Community education, is an interesting initiative.

#### V . VOLUNTARY WORK PERFORMED BY YOUNG PEOPLE IN DEVELOPING COUNTRIES

Since the Commission has not yet completed its promised survey of the situation in the various Member States as regards the possibility of fulfilling military service obligations as a volunteer worker in the developing countries, the rapporteur is at present not in a position to express an opinion on this point.

Admittedly a written question does exist dating from 1979<sup>1</sup> in which Mr GLINNE asks the Commission: 'Would it not also be a good time to relaunch, in a suitable form, the idea of a European corps of genuine volunteers in cooperation work which would be a non-governmental organization with a Community idea, benefiting from Community aid?'. Unfortunately no answer has yet been issued to this written question.

However the committee chairman, Mr PEDINI, has submitted to the Commission various documents relating to Italian regulations governing voluntary service overseas. These documents as well as the

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<sup>1</sup> OJ No. C 270 of 25 October 1979, p. 13

specific regulations issued in the context of the United Nations will however only be examined and commented on by the rapporteur when she receives the information enabling her to make an overall assessment in the situation in the Community.

However, the rapporteur already warmly supports the idea of voluntary service in the developing countries. This is an admirable initiative not only from the point of view of international solidarity but also because it makes it possible to engage young people from different countries in the same constructive work.

At first sight, the problem of voluntary service by young people in developing countries seems rather difficult to resolve. There are a number of non-governmental organizations with which the Commission collaborates. It has become apparent from these contacts that owing to the often negative attitude of the authorities of these countries it is becoming increasingly difficult to send volunteers. The reasons for this are on the one hand that there are as many different approaches as there are voluntary organizations and on the other that volunteers vary enormously from the point of view of quality, professional ability and commitment. Furthermore the developing countries are seeking more and more participation by already professionally experienced volunteers, a fact which acts as an obstacle to the dispatch of young people who have not yet entered working life.

## VI. CONCLUSION

Europe's future lies in its youth. All our efforts in this domain can only succeed if we are all determined to work together in the same direction in a dedicated and responsible manner.

The Community has a decisive role to play; the nations of Europe expect it to give a lead and to generate the conditions for a constant process of intellectual and spiritual renewal.

This can only be done if the finance put at the Commission's disposal for this purpose is greatly increased.

The rapporteur takes the view that there could be no better investment in the future, which after all belongs to our young people.

