

EUROPEAN LABOUR  
MARKET  
AND  
HUMAN RESOURCES  
DEVELOPMENT

Brussels, 30 November - 1 December 1992

Michel Rousselot, President of the EURO-FIET Professional and Managerial Staff (P&MS) Committee, opened the meeting and welcomed the 127 participants from 15 European countries. The meeting was a follow-up to the P&MS seminar on mobility held in Brussels in December 1991. The objective of the meeting was to examine the definitions of human resources at European level, to question the key actors who were involved in their formulation, and to prepare proposals.

## 1. Opening Addresses

The opening addresses set the socio-economic context facing all workers, P&MS in particular, and the stakes at play. It was outlined how the organisation of P&MS at European level could strengthen their hand in straddling a rapidly changing environment.

Karel Boeykens, President of EURO-FIET, welcomed participants to **the meeting**. He **said that** the theme reflected managers' concern about the evolution of human resources, employment and qualifications. The role of professional and managerial staff in EURO-FIET was in harmony with the ETUC. He thanked Emilio Gabaglio for his co-operation and interest in FIET's work for P&MS. **He said that developments in Europe were causing a strengthening of the organisation** of P&MS.

Emilio Gabaglio, General Secretary of the ETUC, spoke of the difficult economic climate that Europe was experiencing, a climate which was difficult for the construction of Europe. Recession and unemployment were worsening and unemployment was affecting P&MS. It was not enough to have each country pursuing its own individual policies to increase growth. It was necessary to have a strong European framework in which policies could be integrated. One policy ensuing from this could be a strong labour market and a set of quality elements such as a new initiative for human resources. This was all well and good but the internal market did not have a social dimension. The Social Charter had remained a mere declaration of principles. The social action programme had not yielded any significant results. There had been important measures held up in the Council and therefore the Single Market had very few elements of social regulation.

The Social Protocol to the Maastricht Treaty opened up new perspectives without which trade unions **and workers would be confronted** with a market having very few rules; the protocol opened the way for a system of trade union representation at European level.

Social Europe would be able to take shape not only via social legislation but also through collective bargaining at European level. Therefore trade unions should note that this element was important. It provided new opportunities for action to enable trade unions to defend the interests of the workers **they represented**

However, to do this trade unions needed to prepare their role as social partners (negotiators) at European level and so the representative nature of unions needed to be strengthened. All categories of workers needed to be involved, including managerial staff.

At the European level the ETUC had not been sufficiently clear sighted as being the representative of P&MS and here he paid tribute to the activities performed by EURO-FIET in the relative absence of a P&MS framework in the ETUC. **He said that EURO-FIET had plugged a gap and had done very important work.**

Now the time **had come for the ETUC to shoulder its responsibilities.** Later that week the ETUC Executive Committee was to meet. One of the points on the table would be to construct

a structure in the form of a P&MS committee, for which EURO-FIET would act as the secretariat.

Mr. G. Zingone of DG V then spoke on behalf of the European Commission. He said the economic context was tight and had a gloomy outlook. This situation risked altering confidence in the EC and would influence the dynamism of the governments within it. The EC was at present confronted with major challenges. The internationalisation of the economy was one. At EC level the realisation of the internal market was leading to transnational integration and would require an increased mobility of staff who were very highly trained. It was therefore necessary to update knowledge and training provision. The change in economies in central and Eastern Europe could lead investors to play on the different social policies in Europe and move towards short-term social gains, i.e. investing elsewhere. It was the role and the ambition in Europe to strengthen cohesion so as to improve economies. However, this could not be achieved without strengthening social cohesion.

In Europe at present re-organisation of work, changes in work functions, and new modes of operations were being introduced. Furthermore, at the same time relations between the social partners and management style were changing. Increasingly procedures of co-operation and participation were being used. The space without frontiers presupposed a social framework (Social Charter). The EC did not intend to subordinate rights of workers to economic development. This was the spirit of the social action programme.

Mr. Zingone resumed by saying that a policy for greater social and economic cohesion was needed; this policy needed to be shaped to enable greater participation of individuals; this in turn would allow a reinforcement of cohesion in society to realise greater participation.

## 2. Evolution of the European Labour Market, Human Resources Development to meet Future Requirements

Mr. Patrick Clémenceau of the TASKFORCE of the Commission spoke on the topic of the "Evolution of the European Labour Market. Human Resources Developments to meet Future Requirements". He spoke of how the debate on human resources figured in this respect. In 1990 and 1991, the TASKFORCE had written three memoranda which embodied this question: on vocational training in the European Community in the 1990s; on open distance learning; and on higher education. The Commission wanted to have the reactions of the interested parties in the memoranda and to stimulate the debate on this question.

Meanwhile, the Maastricht Treaty (which is still pending ratification) contained two very interesting Articles, Articles 126 and 127, which concerned the future of training, education and qualifications at the level of the Community and the Member States. The Commission also wanted to have discussions on how to engage and take positions on the new basis of the treaty.

Two questions arose in this respect:

- How should EC action be developed in Human Resources with regard to the basis of the new Treaty?
- What is the role of the actors and the position the social partners can occupy in defining the role of the Commission in its preparation of the work on professional training (i.e. the agreement by UNICE and the ETUC of 31.10.91). What perspectives are within the application on education and training and how do the social partners have a complementary role.

Higher education had changed enormously across Europe. One concern had to be the increase in "output", reflected by:

- the increase in age participation rate (of young people)
- the increase in completion rate (i.e. decrease in drop-out rate).

Also there had been a change in the structure of qualifications, i.e. to shorten degrees (e.g. Laurea in Italy). Examples were the introduction of the American Masters degree in Europe, as well as the introduction of a European dimension to degrees, (i.e. response to ERASMUS)

There were still not enough "mobile" students and this needed to be improved. One way to do this would be to improve the recognition of qualifications for entry into universities.

He then put the question, as to who controlled the demand in Higher Education. Was it the governments (as they put in a lot of money), was it the employers (as they are consumers of the product), was it the universities themselves, or was it the students as they are the consumers of education.

In practice he saw all four options in operation. The dilemma was, which was the most relevant?

- Employers had a short time scale whereas higher education needed to be planned on a long time scale. Therefore it was necessary to tie in the demands of the labour market which were different in nature.
- Young people were not choosing those careers /subjects for which there was a shortage of qualified personnel in the labour market and hence, there was a mismatch of graduate qualifications to the jobs available.

Although there was a considerable interest of employers to employ other nationalities, this only occurred in certain areas i.e. civil engineering and computer science.

Universities no longer produced products which were not job-related and there was also a possibility for continuing training via distance learning: there was a change in focus to think about "other than knowledge" skills.

Therefore universities should be educated to produce knowledge and skills and at the same time employers should be educated to see that humanities graduates had intellectual skills when applying for a non-humanities job and that they could be trained accordingly on the job.

How had universities helped students integrate in the labour market?

A report had been produced in conjunction with the modernisation of SEDOC and he had been looking into ways that graduates could use the SEDOC system.

An interesting factor that emerged was the importance of the practical training period in international recruitment since an employer could see what an employee/ stagiaire could already do. This initiative broke down barriers of "unknown qualification". His book was a practical guide to the work being done.

Professor Mogens Kummel of FEANI (European Federation of National Engineering Associations) spoke on the topic of Vocational and Continuing Education for Engineers.

To improve the situation of engineers in such a changing environment, it was necessary to have continuing education. However, the level of this education was far too modest to develop potential of engineers.

The main drawback was that the CEE lacked structure and quality assurance in the modules offered. Moreover, students did not find it a source of motivation.

Thanks to funding from COMETT, his organisation had helped set up an EC programme for quality assurance for the providers of continuing education for engineers and this involved desk top assessment. The product would see if it was possible to use the instrument to assess quality in SME's for engineering.

In order to motivate students, flexible programmes that met individual needs for secondary education were needed, as well as transparent and flexible documentation to provide this.

Industry was not as stable as it was previously. FEANI would concentrate on the implementation of 3 programmes and the situation would help engineers to give potential to European industry. The idea was a modular scheme which could be adapted to the requirements of any student.

#### 4. European Labour Market Information System - EURES

Bertil Blomqvist, Vice-President of the EURO-FIET P&MS committee, was the Chair for the 2nd day of the symposium. He welcomed Mr. Philippe Poirier of DG V who was working with the EURES system - The European Labour Market Information System.

EURES had effectively replaced SEDOC (a tool created to assist mobility - an EC "stock exchange" for job offers and demands for jobs, a system which would enable people to know where jobs were, what the living and working conditions were in the host country, and whether diplomas were recognised). SEDOC had failed mainly due to outdated technology (telex system), lack of promotion of system by the Member States as well as by the Commission itself. The main error was to require Member States to disseminate at EC level all job offers not filled.

The Commission decided in April 1991 to change SEDOC. It was decided that the contact between the company and the potential employee should be the responsibility of the public authorities concerned.

EURES would be shaped along the following lines:

- Obtain a consensus necessary to orient the supply and demand and diffuse the information on the job market.
- Develop information re: living and working conditions, education system and pension schemes etc.
- Use a "message" system which permits dialogue with the 12 systems of each of the Member States. Such a system would have to respect the principle of confidentiality.
- Devise a system which directly extracts job offers existing in the national system and places them in a specific dossier for European offers.
- Direct access for people, who want to be at the heart of EURES, via the national system.

It was foreseen that a large part of the Delors II report would be devoted to developing human resources, particularly in view of large industrial changes where training and education were priorities for EC action. He was pleased to see that there would be an exchange of views around these questions.

The Commission was also reflecting on a draft recommendation for access to continuing training which was adopted in November 1992. With regard to qualifications, the Commission would make proposals for instruments in the future.

Two general directives on mutual recognition had been adopted and now needed to be applied. As for correspondence of qualifications, the Member States had to give their opinion on this question. Was it to be extended to other areas or was it to be taken from another point of view. Then the Member States would meet to see what the appropriate instrument would be. This was still in the process of reflection.

As per the job profiles and qualifications, what type should be used, what type of pool should be given to the two sides of industry to ensure the transparency of the qualifications market? The portfolio was still to be examined (tools for recognition) as to their real function and at the level of national qualifications, what were the responsibilities of the public powers and social partners? The last operational stage was comprised of action programmes such as ERASMUS which would finish in 1994.

As for professional and educational training, the EC policy was not to harmonise but to give explicit legal recognition to diversity in training systems, thus respecting diversity of EC countries.

The precise areas where the EC would develop actions with respect to the Treaty were:

1. Article 127: professional training: problem of adaptation to individual.

Anticipatory measures must be taken in adaptation so as to adjust training better.

This could be seen in promotion and implementation of new forms of work, i.e. which generated whole series of developments in qualifications and training role.

2. Improvement of quality in initial and continuing training, i.e. equality of professional training and ensuring that quality be linked up.
3. Access to on-going training and mobility. Need for EC to support access throughout working life and ensure that freedom of movement was achieved. Need for transparency as to what was happening in other countries.

Frank Murphey of USDAW in Great Britain then introduced the afternoon's debate. He said that there was a need in Europe for modernisation of vocational training and greater acceptability of vocational qualifications.

Herbert Nierhaus spoke on behalf of the workers' group of the Economic and Social Committee. He stressed that the ECOSOC had put technical qualifications and integration high on its list of priorities.

3. Training in Europe needs modernisation in order to make Vocational Education Systems correspond to the requirements: Life-long learning and Adult Education for P&MS.

Hedva Sarfati, Chief of the salaried employees and professional workers' branch in the ILO, focused the debate specifically on the needs for P&MS and spoke on the issue of matching new occupational profiles and training needs. She said this was crucial for P&MS since the current restructuring of both industrial and service sector enterprises meant that the roles, responsibilities and future career paths of managerial and professional personnel were changing to an unprecedented extent.

She said the patterns of change could be characterised by five main features:

- a centralisation of strategic decision-making and a decentralisation of executive responsibility;
- a compression of management layers;
- a concentration of core activities, which had involved both the spinning-off of non-core functions and the outsourcing of professional, technical and managerial functions to independent contractors, either firms or individuals;
- the breakdown of old pyramid-type structures and the emergence of networks of quasi-independent functional units (sometimes operating as "profit-centres", sometimes as resource centres for joint projects). These units were no longer arranged hierarchically, but were seen as part of a web of functions, linked through corporate information systems;
- a recognition that restructuring would be ongoing to meet the challenges of intensified competition.

Among the results of these changes had been the blurring of differences with regard to the status and treatment of professional and managerial personnel; the increasing professionalisation of the tasks performed by employees without professional or managerial status; and growing uncertainty among P&MS staff as regards job security, professional status, career development prospects and the long-term value of their professional qualifications.

The ILO was producing a report on the issue of matching new occupational profiles and training needs in preparation for the tenth session of the ILO Committee of Salaried Employees and Professional Workers, which would meet in early 1994.

The cluster of skills indicated in the draft report as essential to the new occupational profiles included, besides the academic basics (reading, writing, computation) : learning to learn (knowing the principles that underlie performance); communication; adaptability (problem solving and creative thinking); development skills (self-esteem, goal setting, motivation, personal and career development); group effectiveness (interpersonal skills, negotiation and team work); organisational effectiveness and leadership skills.

Tony Raban, Head of the Cambridge University Careers Unit, spoke of what was being done to enable young graduates and students to be mobile in terms of choice and placement services. He referred to a report he had administered for the EC on behalf of the Liaison Committee of Rectors' Conferences of the EC entitled "Entry of New Graduates into the European Community Labour Market".

He spoke of how universities contributed. Universities were providers of continuing education. New systems were being devised to encourage students to be more mobile. Young graduates were mature enough to be mobile and they had fewer barriers to mobility.

- Qualitative evaluation of projects was essential.

#### *Points for reflection*

- There had been an increase in investment in forms of training and an increase of access of employees to this training.
- The purpose of the National Co-ordinating Units was to promote transnational action which aimed at creating national partnerships at European level

#### *Central elements today*

- Multicultural management of human resources.
- **Given the instability of the labour market and restructuring of services, it was unquestionable that the individual appraisal was used either by firms or by the public authorities.**
- There was a sharp decentralisation of the smaller unit and development of training in the job represented the large part of the continuing training which was effected (i.e. correspondence training).
- **When strategy for productive units was at stake for continuing training, then new organisation of work was needed that could increase productivity and develop continuing training which replied to needs of firms and of the employees.**
- Also there was a need to re-examine the role of the middle managers.
- Reflection was necessary to redefine middle management and accompaniment of training at the workplace.
- The role of social partners in collective bargaining.

Some unions were interested in the access of target groups, i.e. atypical workers on the fringe of the job market.

There were at present few projects but many questions.

The problems were as follows:

- co-investment, i.e. firms no longer engaged themselves in training for reasons of finance;
- needs' reflection i.e., needs co-investment of public authorities and unions;
- what was the recognition of this continuing training, i.e. it did not lead to the recognition of diplomas.



## 7. Round Table Discussion:

*Are we prepared to face the changes of the 1990's?*

Moderator: Gerhard Rohde, Secretary for the EURO-FIET P&MS Committee.

Participants:

- Jean Lapeyre, Deputy General Secretary of the ETUC
- Renate Hornung Draus, supervisor for the social department in UNICE
- Ole Skals Pedersen, TL, Denmark - vice-chairman of the technicians organisation
- Antonio Farriols, of the FEBASO-UGT, Spain
- Terry Lane, Deputy General Secretary, EMA, Great Britain
- Robert Descloitres, of the UCI-FO, France, and responsible for continuing training at the University of Paris Nanterre.

Gerhard Rohde said that what was clear in the debate was that P&MS had to deal with mobility problems, they had to deal with competition. Restructuring in firms had serious implications for managers, i.e. downsizing and outsourcing. As mentioned previously, 80% of technology that was to be used in next century was as yet unknown, therefore there was a need to have continuing learning.

In the face of such challenges, reflection was needed therefore as to how to give trade unions support to find concrete ways to follow in their general work.

Antonio Farriols said in Spain they had made a small advance in that trade unions had a right to information in work contracts which included all work contracts except those for upper echelon employees. This required vigilance on the part of the trade *unions* to assure respect of confidentiality.

Ole Skals-Pedersen, spoke about the challenges he saw.

- More training of those concerned with implementation of EC rules and information.
- Greater development of R&D, especially with regard to the environment, since competition required on-going adjustment.
- Need to look more at the training sector including re-training for all staff. All sectors needed to draw to a greater extent on human resources. Training needed to be more flexible. The population was ageing and it was necessary not only to train young people but those people who were unemployed.
- A prerequisite to mobility was for greater provision of information on the host country and an improvement of language skills. Better recognition of qualifications was also necessary. Greater co-operation between union organisations was also needed as well as bilateral agreements for dual membership.

Terry Lane said that trade unions in his country had a difficult task to build up any kind of structures because of to the devastation caused by the UK Industrial Relations Reform Act. The latter had taken away the rights of working people and had an adverse effect on the

- Career advisers at European level (Euroconseillers) would inform firms and citizens about possibilities of jobs and conditions. They would also give advice on mobility (100 Euroconseillers were trained in 1992).

Where development of EURES stood now.

The data base was being set up on the basis of the European information system "INFO 92". Information on living and working conditions would be introduced in 1994.

The positions of employment would be tested by the Euroconseillers. The logistics were currently being entered for Germany, Ireland and Holland. One hundred more Euroconseillers would be trained in 1993.

Transfrontieral work was also being carried out through the "Euro social guichet system". EURES resolves the problem of transparency of remuneration by having a salary grade scale. A problem that had transpired was that some firms did not want to give information on salaries. This scale would also contain information on: minimum income, collective agreements, social security, redundancy legislation etc.

## 5. COMETT

D. Guyader from COMETT (Community Programme for Education and Training in Technologies) spoke of the difficulty of reconciling education with appropriate training and qualifications for high technical professions.

Higher education policy was limited to improving economic competitiveness. Eighty per cent of technology used after the year 2000 was still unknown and yet 75% of people who would work in firms were already in employment. Therefore, there was a dire need for adjustment.

University processes needed to be adjusted to needs of companies. This was the key to the future. This co-operation had to be based on initial and continuing training.

The objective of COMETT (targeted at 16-24 year olds) was to bring training into line with qualifications. Therefore co-operation between industry and Member States and universities was vital.

COMETT had existed since 1987 and was shaping the European dialogue between industry and universities. There were 2 phases: 1986-1989 and 1990-1994.

*Objectives:*

- reinforce training in technology, in particular, advanced technology;
- development of human resources;
- competitiveness of European industry.

*COMETT had 4 key components:*

- advanced training at post-secondary level;
- training concerned with new technologies and applications and their use in the industrial process;

- dialogue between universities and firms and co-operation of both in each project;
- European co-operation (open also to EFTA countries).

*COMETT had several sections:*

- 205 associations established to encourage dialogue between university and economic world (including EURO-FIET affiliates at local level).

These are university-enterprise training projects which analyse the needs of qualifications in firms and transmit the information to universities.

- Transnational exchanges

Long-term exchange, of 5-6 months - there were 7,000 exchanges in 1992.

Short-term exchange of 2-3 months where employees in a firm follow a course at a university.

- Joint training actions

Short seminars on specific subjects.

The project would receive 200 million ECU over 5 years plus contributions from EFTA countries.

Each Member State had an information office.

#### 6. FORCE Action Programme for the development of continuing vocational training in the EC

George Kintzelé of the EC division "TASKFORCE" described the "FORCE" programme. FORCE comprised pilot, qualifications and exchange projects; 450 projects were chosen in 2 years. FORCE also comprised surveys: the first survey involved training plans and was to be evaluated in January 1993.

Sectoral surveys had also been carried out to: identify significant practices; promote innovative cases; analyse role of collective agreement in continuing training; see how systems of industrial relations contributed to continuing training.

In 1994 there would be a survey on continuing training of employees.

Work which was already underway:

- 170 projects had been running for one year, a description of which was contained in a compendium.
- Projects involved all types of firm and partnerships.
- Witnessing a high level of participation of social partners.
- Regional consortia were increasing in number re. partnerships created.

organisation of trade unions, on membership, and on the role of trade union technicians in the participation and structure of training.

Moreover, P&MS issues were largely the province of employers. Competence based training was the way ahead.

Robert Descloitres said that the labour market had not stressed sufficiently enough the increasing unemployment of P&MS.

There was not a clear relationship between the lack of qualifications, unemployment and development of human resources. Training was not to be an alibi to make up for lack of social pact or restructuring in companies. The need for continuing training had not been stressed sufficiently enough.

Also, the role of the universities in the development of human resources had to be explored further. Equally, recognition of diplomas, and recognition of equivalence needed further investigation.

Renate Hornung-Draus highlighted the difficult economic circumstances in which Europe found itself. She said that the estimated economic growth in 1993 would only be 1%. However, the unemployment rate in the EC had increased from 9.6% to 11% and was more than in the 1986 recession.

Moreover, there was a threat from Asian companies to employment in the West due to lower wages and a different culture. UNICE believed that training needed to be improved to reinforce European culture and to meet the needs of Europe. Indeed, the main point for companies was to improve professional training. There was a mismatch of supply and demand in terms of qualifications.

She made the following points which were important for UNICE in terms of vocational training:

- Closer contact between universities and the economic world and encouragement of "life-long learning".
- Broad access to vocational training for everyone (not necessarily through an educational plan for employees).

She was in favour that other institutions received help, i.e. SMEs through jointly established institutions.

- As indicated in the joint opinion on vocational qualifications, it was important that qualifications were made transparent throughout Europe.

She also mentioned the possibility to examine issues related to mobility of certain professional groups such as P&MS.

Jean Lapeyre said it was important to state the total convergence between the social partners when confronted with an economic situation. This "common awareness" led them to adopt a declaration on 3 July 1992. This "awareness" did not only concern employees but also employers.

He suggested what priorities should be focused on by the social partners:

- what preventative and anticipatory measures to take in order to avoid the perverse effects of internationalisation;
- what to discuss at the table (i.e. employment and qualification forecasting) in terms of anticipation. The Commission identified 44 sectors sensitive to the effects of the internal market. Therefore it was possible for the social partners to get together and discuss the alternatives: via the sectors; via the transnational companies; via the geographic mobility via transfrontier areas.
- to identify needs for training in order to put them into practice.
- to guarantee rights of access to all types of training. This needed to be done with flexibility in order to allow for social partners' negotiation. The notion of training being a "cost" to the firm should be changed to it being an "investment".

The need for equivalent qualifications to be recognised by the social partners - that the product was the same in Paris or Berlin, i.e. the Ministers and the institutions were too slow.

The need for new organisation of work and a new approach to the function of P&MS. This put the Taylor model into question.

He ended his intervention by saying that although joint opinions had been reached it was high time they were put into effect.

This was now a good opportunity to open a new field of application. Social partners could examine specific problems related to P&MS in this respect.

## 8. Summary

Michel Rousselot making his closing remarks to the Conference, underlined the four main axes for future work:

- Securing the recognition of the right to life-long training for all:

This applied to initial and on-going training for which a Community "recommendation" was currently being prepared.

- Preparing for change, which implied:
  - modifying curricula not only to take account of new technical matter, but also to incorporate new subjects such as human and social relations, and also environmental issues.
  - broadening curricula (which were still far too national) to reflect the realities of other countries (languages, cultures, technologies...)
  - providing employees with the possibility of obtaining a skills audit (with all the necessary guarantees in terms of its use) so that they could prepare their career paths, and be able to draw upon it when seeking careers guidance should they opt for further training.

- the development of a manpower and skills requirement plan by employers, industry representatives and trade unions. This had to be done at the local, national and European levels, without forgetting that training, employment and work organisation were tightly linked.
- *Organising the European labour market*
- The EURES service constitutes a positive initiative which had to be developed by creating new information sources. Furthermore, trade unions in the future had to be given the right to participate in the running of the EURES service.
- The recognition of diplomas and qualifications was still not firmly established. This was one of the most-frequently quoted reasons for the general lack of mobility. Hence the need to create a new system that could adjust to changes but also allowed the checking and recognition of diplomas and qualifications, ensuring that they satisfied a common set of minimum criteria.
- *Promoting a dialogue between the different economic and social interests, which involved:*
  - the adoption of joint programmes between companies (employers and trade unions) and training institutions. Within this context, staff representatives had to be both consulted and involved.
  - discussions within the company between employers and trade unions on matters relating to skills training policy and continuous training,
  - providing the possibility for professional and managerial staff with corporate experience to be taken on as teachers (both for initial and continuous training),
  - co-operation between employers and the social partners in the different European countries. This was particularly appropriate for the training of professional and managerial staff in Central and Eastern Europe in the management of companies operating in a market economy and in labour-management relations.

The fact that the colloquium was addressed by speakers from different institutions and organisations constituted a step in the right direction and the exercise would be repeated.

Michel Rousselot also took up a suggestion made by Renate Hornung-Draus from UNICE who spoke of the possibility of studying the mobility of the "target groups" most affected, such as professional and managerial staff. He also endorsed the idea of the ETUC's Jean Lapeyre that this question be placed on the agenda of a future meeting organised within the framework of the European social dialogue.

He concluded his remarks by stating that the attention paid to human resources was a characteristic of an European management style.