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The present situation

1. Many organizations and institutions have underlined the importance of developing a programme of action in the field of education as an important element in the development of the Community. In reviewing the present situation, and in formulating this first set of actions in the field of education, the Commission has taken account of the possibilities which exist within the Treaty provisions and has also laid emphasis on the place of education in the process of development towards European Union.

2. In December, 1969, the communiqué issued after The Hague Summit Conference stated that it is necessary to safeguard in Europe an exceptional centre for the development of culture and progress and that all the creative activities and actions conducive to European growth decided upon here will be assured of a greater future if the younger generation is closely associated with them. The governments have endorsed this need and the Communities will make provision for it.¹

3. On 26 July 1971, the Council adopted general guidelines for the development of the programme for vocational training at Community level.² In defining vocational training as one of the key areas for future development of the European Community, the Council stated that the 'objective should be to provide the population as a whole with the opportunities for general and vocational education, further education, and lifelong education, which will adequately allow individuals to develop their personality and to follow a skilled occupation in an economy of which the needs are constantly changing'.

4. On 16 November 1971, there was held for the first time a Council and Conference of the Ministers of Education of the Member States of the European Communities. On that occasion, recognizing the necessity of establishing cooperation in the field of education, the Ministers

decided to set up a Working Party of Senior Officials, with which the Commission would be associated, to examine means of achieving such cooperation, including the possibility of establishing a European Centre for Educational Development. The report of this Working Party was completed in November 1972.

5. The Conference of Heads of State or Government held at Paris in October 1972 introduced a number of new policy emphases and a declaration of the goal of European Union. The communiqué stated that economic expansion is not an end in itself..., it should result in an improvement in the quality of life as well as in standards of living, and also that as befits the genius of Europe, particular attention will be given to intangible values and to protecting the environment, so that progress may really be put at the service of mankind.³

6. In July 1972, the Commission asked Professor Henri Janne to formulate suggestions as to the basic elements of an education policy at Community level. His report, prepared after consultation with a number of distinguished figures in the education field, was presented in February 1973 and warmly welcomed by the Commission. It was subsequently made public and distributed widely to stimulate further discussion.⁴

7. In May 1973, the Commission considered outline proposals for work in science, research and education. A definitive scientific and technological programme was adopted by the Council on 14 January 1974.⁵ The purpose of this paper is to elaborate initial proposals for action in the field of education.

¹ Points 4 and 16 of the communiqué, see Bull. EC 1-1970, first part, chapter I.

² OJ C 81 of 12.8.1971.

³ Bull. EC 10-1972, first part, chapter I.

⁴ Supplement 10/1973 - Bull. EC.

⁵ Supplement 14/1973 - Bull. EC and OJ C 7 of 27.1.1974.

Scope and machinery for action

8. In all Member States education policy is of high importance both intrinsically and in relation to national economic and social development. The Commission believes that the promotion of educational cooperation within the framework of the European Community is of equal importance as an integral part of the overall development of the Community. In the view of the Commission, the increased awareness of the importance of the rôle of education in a Community context, as demonstrated in the foregoing paragraphs, should now be translated into a definitive framework for future Community action.

9. Recognition of the importance of Community action in the education field does not mean that there must be a common European policy in the overall sense applicable to certain other sectors. The educational traditions and systems of individual countries are rightly prized and Europe is in many respects enriched by their diversity. Thus, to set out with the objective of harmonization and coordination of their structure and content would be as undesirable as it would be unrealistic. On the other hand, national educational systems are in a state of continuing review and development, and in this context the evolution of a Community perspective in education should be regarded as increasingly important for the future. What is required for the present is a common commitment to the development of a strategy of educational cooperation supported by a more systematic interchange of information and experience.

10. The countries of the Community are confronted by a wide range of problems in the educational field. There are increasing pressures for the provision of greater and more varied educational opportunities, and the range of organizational and financial problems involved is of common interest and concern. The teaching service in all countries has been subject to pressures and changes, the arrangements for the training and retraining of

teachers have been under review, and the possibilities of new systems and technologies of teaching and learning have brought into focus both fresh opportunities for innovation and fresh problems. Moreover, the concept of the provision of educational opportunities in a flexible and recurrent manner throughout life has occasioned wide interest in the strategic problems of investment and resource allocation in education.

11. Within this complex of considerations, the Commission does not consider that it would be appropriate to attempt to define precise boundaries of Community interest. The extent to which educational problems arising within a national, regional or even local context have elements in common, and to which there would be value in shared experience and common endeavour in analysing and tackling them, cannot be seen from the outset. It would equally be unrealistic to envisage a widespread involvement in all aspects of education in the initial stages.

12. In terms of the European Community itself, the provision of opportunities for the greater and freer movement of persons between the Member States raises problems, particularly in relation to the command of European languages and to the education of the families of those who migrate. In order that future citizens may understand and play an active and constructive part in the development of the European Community towards European Union, there is an educational need further to stimulate the study of Europe, and of the Community itself. In other areas of study there is scope for an extension of the European dimension and of collaboration between educational institutions within the Community.

13. In each country there are important relationships between education and policies in other sectors. Similarly, in the Community, education must have links with Community policies in other spheres. Strands of educational interest and activity already exist in relation to such policy areas as environment, industry and

social affairs. In the future these links can be further developed, for example, in the context of regional policies, where educational opportunities and infrastructures will necessarily be significant among the range of considerations to be taken into account.

14. The Commission is already engaged in developments in the field of vocational training within the framework of the Social Action Programme. It is especially conscious of the growing interplay between education generally and developments in vocational and technical training and is concerned to ensure that this interdependence is reflected in the future development of programmes of activity. The Commission suggests that from time to time it may be valuable for Ministers of Education to meet together with Ministers of Labour to consider developments of mutual interest.

15. It will also be important to maintain contacts on educational matters with countries outside the Community. A special concern should be shown for the developing countries, and for strengthening the educational element in the Community's development aid programme. The Commission also attaches importance to continuing close working relationships with intergovernmental organizations in the educational field.

16. Bilateral forms of educational cooperation on specific topics already exist between some member countries. Some collaborative schemes involve multilateral agreements and include countries outside the European Community. Existing agreements of this kind need to be documented. A distinctive pattern of cooperation appropriate to the European Community should now take its place in this larger picture, complementing what already exists and building on accumulated experience.

17. The report of the Working Party of Senior Officials established by the Ministers of Education, which is yet to be considered by the Council, envisages the progressive development

of cooperation as needs become apparent, and identifies certain areas in which there could be action from the start. The themes identified in the present document as starting points for action and the institutional framework of cooperation suggested take fully into account the recommendations of the working party.

18. The Commission has confined this first programme to three broad areas. The first is related to the need to improve and extend the opportunities for teachers, research staff and students to move among the countries of the Community in the interests of scholarly research, the broadening of professional experience and the extension of studies generally in a European environment. An integral part of this is the need to tackle the problems of the equivalence of academic qualifications. The second area concerns the education of the children of migrant workers. The third is the encouragement of the development of a European dimension in education. This includes the teaching and learning of foreign languages and the study of Europe in the curriculum, the strengthening of cooperation between higher education institutions in the Community, and the possibility of the extension of the idea of European Schools.

19. Policy making within the Community in the educational field will increasingly profit from a systematic interchange of information about developments in the Member States. A survey will therefore be conducted of the sources of information and documentation already available and of the extent of further needs. On the basis of this survey, consideration could be given to the creation of a network, which would fit into the general information and documentation network that was the centrepiece of a resolution adopted by the Council on 24 June 1971.¹

¹ Résolution du Conseil et des représentants des États membres, réunis au sein du Conseil, tendant à coordonner l'action des États membres, en matière d'information et de documentation scientifiques et techniques (IDST) adoptée lors de la 157^e session du Conseil, tenue le 24 juin 1971 — OJ C122 of 10.12.1971.

20. It is most important that all the Community's actions in the field of education should be developed within a process of continuing discussion and shared experience with the interested educational sectors. The active engagement of the teaching profession at all levels is essential if the programme of cooperation is to be effectively developed. The Commission considers that it is necessary to establish appropriate forms of liaison and consultation for this purpose. The Commission has already recognized, in its information policy, the need to improve the flow of information to the educational public, and it is planned that the evolving educational programme should be closely linked to it. It will be necessary in addition to ensure that there is a broad involvement of those concerned within national education systems—officials, planners, teachers, research staffs, and students—in the Community's work in the selected fields of activity and in the development of proposals for action. For this endeavour the distribution by the Commission of discussion papers for comment would be one particularly useful procedure.

21. It will be necessary to have a European Committee for Educational Cooperation to advise and assist the Commission in the development of its programme in the field of education. Such a body would provide a forum for the exchange of information about and discussion of educational questions of concern in a Community context, including relationships with third countries and with international organizations working in this field.

22. The European Parliament has been actively interested in encouraging educational action within the Community, particularly through the activities of its Committee on Cultural Affairs and Youth. The Commission welcomes this interest, and would encourage the Parliament to demonstrate its commitment to this area of development in future by including education explicitly within its committee structure.

23. The Commission also recognizes the importance of the development of a policy for

youth. Proposals have already been made for the introduction of appropriate machinery for the participation of youth organizations in the life of the Community, as well as for cooperative developments between governmental representatives in the field of youth questions. In this paper reference is made to youth only in relation to education.

Mobility in education

Introduction

24. The free movement of persons across the boundaries of Member States is fundamental to the concept of the European Community. The Treaty of Rome contains explicit provisions relating to the movement both of those in employment and of those who are self-employed. Within education, however, these provisions have limited applicability. Students do not fall within the categories described, and teachers, insofar as they are employed in the public service, do not benefit from these Treaty provisions.

25. The Working Party established by the Council and Conference of Ministers of Education in November 1971 was unanimous in support of the need for cooperative action to encourage the mobility of teachers, students and research staffs within the Community and to abolish the administrative, social and linguistic barriers which exist. The Commission shares this view of the importance of action designed to increase opportunities and arrangements for extending educational experiences within the Community, and welcomes the fostering of a greater European consciousness to which such movement would contribute.

26. At present there is internationally a growing number of organized schemes for enabling pupils, students, teachers, young research workers and academic staff to visit other countries.

Within the Community, however, there are many gaps in the coverage and many practical and financial problems involved in operating the schemes successfully. The opportunities differ as between the different categories of persons involved, and the problems vary to some extent according to the particular structures of education and training in the Member States. The paragraphs below refer successively to students, teaching and research staffs, and educational and youth administrators.

Mobility of students

27. So far as pupils at school are concerned, the Commission considers that in the first instance it would be most appropriate to examine the scope for extension of the arrangements, to which reference is made in the following section, for organized educational movement and exchanges involving both teachers and pupils on a group basis.

28. For students, it is possible to distinguish broadly between three areas:

- (a) the academic recognition of school-leaving diplomas and certificates gained in one Member State for the purpose of admission to higher or further education in another Member State;
- (b) arrangements for students at a higher education institution in one Member State to count towards the satisfaction of the requirements of a degree (or diploma) periods of study or other relevant activity in another Member State; and
- (c) the academic recognition of degrees (or other qualifications) obtained in one Member State for the purpose of admission to post-graduate study or research in another Member State.

29. The extent and nature of the problems posed are different within each of these categories. Similarly, the variety of other barriers to movement, whether administrative, financial, linguistic or social, exist in differing degrees and forms for different categories of

students. As a basis for collaborative action, therefore, the first need is to establish a clear picture of the existing situation in the Community, of the extent and character of movement as between the various countries, of the existing schemes, formal and informal, to facilitate movement of different kinds, and of the character of problems encountered and the areas where they present the greatest hindrance.

30. The Commission recognizes that reforms of secondary education, the increasingly diversified patterns of post-secondary education within the Member States, the continuing changes in course structures and the introduction of new courses, and the changing nomenclature of qualifications, make it essential to preserve the fullest flexibility of approach to the question of possible solutions to the problems of the mutual recognition of qualifications for academic purposes.

31. But quite apart from the question of academic 'eligibility' for admission, arrangements vary between countries in the extent and control of provision of student places within higher education institutions and within their different faculties. In some countries, limits on admission are imposed by a *numerus clausus*. At a time when the pressure on available student places from nationals has been rising, the particular arrangements for the admission of foreign students both on a full-time and part-time basis has given rise to difficulty in some Member States. It will therefore be necessary also to establish the position in this respect, to examine the specific arrangements in force in the several countries and to consider, in the light of the situation thus revealed, what steps might be proposed to resolve the problems now arising.

32. As a part of the foregoing tasks, the Commission proposes to hold a Hearing on the theme of the recognition of academic qualifications later this year, designed to provide an opportunity for an open presentation of the issues involved by academics, students and educational administrators within the European Community.

Mobility of teaching and research staff

33. Opportunities for movement of teachers at the primary and secondary level tend to be as part of short-period schemes for exchanges of groups of pupils, organized with the support of the education authorities concerned and/or national agencies for international exchange where they exist in Member States. Possibilities for teachers to spend a period of professional service abroad on an individual basis, whether for a year, a term, or even shorter periods, appear to be very limited. Much depends upon the character of the arrangements for the inservice training of teachers in each Member State. Similarly, the opportunities for student-teachers to spend periods abroad as part of their preparatory experience merits study and further development.

34. The Commission regards it as important to stimulate an increase in the opportunities for teachers to obtain some first-hand professional experience of the education system in other Member States both from a pedagogical point of view and as a valuable contribution to the accumulation of an increased European consciousness within national teaching processes. Therefore, in the light of an examination of the extent and character of existing arrangements, and with appropriate advice from the Member States and the profession, it proposes that funds be made available to support pilot schemes for inservice movement of this kind. The Commission also proposes to take the initiative to hold a Conference on Mobility in Secondary Education in 1975.

35. For teachers and research staff in higher education there are many more opportunities for movement as a result of developed arrangements for secondment and study leave, direct links or consortium agreements between institutions or individual faculties and departments, and the availability of funds for study and research in Europe from foundations, research councils, governments and other agencies.

36. The extent to which members of academic institutions are enabled to move within Europe for professional purposes nonetheless varies considerably between the Member States. There is need to identify the fields and directions in which movement is difficult, to examine the obstacles, to take account of the accumulated experience of the relative success of different schemes and arrangements which exist, and to consider what scope exists for the Commission to propose cooperative action to extend the opportunities for academic movement in the future. The Commission therefore intends to seek the assistance of representatives of the higher education world in making such an analysis, and subsequently to hold a Conference on Cooperation in Higher Education in which academic mobility would be a major theme. Subsequently, the Commission will present a report and proposals to the Council.

Mobility of educational and youth administrators

37. An important contributory factor in the success of arrangements for extending the opportunity for the movement of teachers and students within the Community is the active support of those involved in various ways in the administration of the education services in the different countries at national, regional or local levels. In this context, the Commission is conscious of the important contribution of the activities of the inspectorates and other advisory staffs. There is evidence of an increasing interest in a sharing of experience among such senior administrators, but there are few organized arrangements at present to make it possible for them to make even short visits to other Member States for this purpose. The Commission therefore intends to examine the possibility of developing a pilot scheme for such movement and to submit a report and proposals to the Council.

38. In a related context, the Commission believes that there there would be value in providing such opportunities also for those

responsible for the administration of youth services in the Member States. The organization of such services differs between the Member States, particularly in the extent to which youth and other social services are linked with the provision of post-secondary education. The Commission intends to study the nature of these services within the Community and to examine the scope for developing a programme of interchange for youth administrators and leaders as a first step in this particular field.

The education of the children of migrant workers

39. At present, more than six million migrant workers are established on the territory of the European Community, and the number of their children between the ages of 4 and 18 exceeds one million. Regions with a high density of migrant population have acute problems in providing for the educational needs of these children. The Commission recognizes the great difficulties posed in this field, and believes that the European Community has a very special responsibility to contribute towards the solution of these problems.

40. Article 48 of the Treaty provides for the abolition of any discrimination based on nationality between workers of the Member States as regards employment, remuneration and other conditions of work and employment. One important aspect of this provision concerns the educational rights and opportunities for the family of the migrant worker as a whole. The Charter of Human Rights states that every individual has the right to live with his family. In the context of the social policy of the European Community, Article 12 of Regulation 1612/68¹ provides for the children of a national of a Member State who is or has been employed in the territory of another Member State to be

admitted to that State's general educational, apprenticeship and vocational training courses under the same conditions as the national of that State, if such children are residing in its territory. This Article also states that Member States shall encourage all efforts to enable such children to attend these courses under the best possible conditions.

The Council Resolution on the Social Action Programme which was formally adopted on 21 January 1974² included amongst its priorities the drawing up before the end of the year of a comprehensive programme for migrant workers.

The Commission will submit a first programme on this subject by 1 April 1974. The Commission has already submitted a proposal to the Council in the framework of the Social Action Programme for the opening up of new aids under the European Social Fund aimed at improving the conditions of migrant workers and their families, through programmes which include language training. It is envisaged that the Social Fund should finance pilot experiments in this field. This aspect of the special educational needs of migrant workers and their families forms an important part of the consideration being given by the Commission in the preparation of the social programmes to help migrant workers.

41. The Commission recognizes the diversity of short and long-term problems which arise from the varying periods of stay and the variety of nationalities and socio-economic groups involved, coming both from within and without the Community, and the need for the problems of the children to be seen in the context of the questions affecting the migrant family as a whole. The Commission reiterates the importance of providing adequate structures and systems of support to ensure the integration

¹ Regulation of the Council of 15.10.1968 on freedom of movement for workers within the Community, OJ L 257 of 19.10.1968.

² OJ C 13 of 12.2.1974.

of these children into their new educational environment, at the same time respecting their own cultural identities.

From the educational standpoint, there are several factors of particular importance:

- (a) the arrangements for the initial reception and adaptation of children into the new educational system;
- (b) the provisions for the continuing education of the children in their original language and culture;
- (c) the arrangements for reintegration into the educational system of their original country, with appropriate credits for their educational experience;
- (d) the training of teachers specializing in problems of teaching migrant children, and the recruitment of foreign nationals for this purpose who are familiar with the original languages of the children involved;
- (e) the arrangements for providing the same financial conditions for access to education at all levels for migrant pupils and students as for nationals.

42. The Commission proposes to document the existing situation within the Community and through studies to identify the problems in greater detail with a view to the submission of proposals to the Council as appropriate.

The *ad hoc* group on migrant workers already set up by the Commission in the framework of the Social Action Programme will pay special attention to these educational questions. Moreover, the Commission considers that, if needed, a working group for the problems concerning the education of the children of migrant workers could be established in the framework of the existing consultative committee for the free movement of workers as provided for in Article 15 of the internal regulation of this Committee. The Commission will also take account of the relevant activities of intergovernmental and nongovernmental bodies concerned with the educational problems of migrant families.

Towards a European dimension in education

Introduction

43. Insofar as the achievement of the goal of European Union is conditional upon the enhancement of public understanding and the stimulation of an active interest in the development of Europe, there exists a special responsibility upon the Community to give an impetus to educational developments which would contribute to bringing this about. The improved learning of foreign languages, knowledge of the other European countries and peoples as well as of the developing process of European integration, cooperation at all educational levels and of educational innovation along the lines of the experience of the European Schools constitute important areas for Community action.

The learning of foreign languages

44. There is a long history of educational endeavour, both nationally and internationally, to extend and improve the teaching and learning of foreign languages. The special interest of the Community in this field is to encourage the ready interchange of ideas and information between the peoples of the Community countries and to diminish the linguistic barriers which exist to the free movement of persons within the Community for cultural and professional purposes. The particular linguistic problems of migrants must be considered in this wider context as well as in that of the educational needs of migrant families in general.

45. The Commission believes that all citizens should have the opportunity, in the course of their education, to learn at least one and preferably two languages other than their mother tongue, recognizing that the pattern of provision may vary from country to country according to the particular linguistic traditions and require-

ments involved. The objective should be for as many as possible to communicate in one language other than their mother tongue, and to comprehend a second language.

46. The Commission is conscious of the importance of language teaching developments for all ages, but recognizes that it is necessary, in the early stages at least, to concentrate its attention on a limited aspect and to identify gaps in the existing provision. The Commission has the possibility to view the present provision on a Community-wide scale and with the assistance of those experienced in this field to contribute to a strengthening of future developments on a cooperative basis.

47. At this stage, the Commission considers that its most useful function would be to collect and collate data on language provision, stimulating surveys and enquiries where obvious gaps exist, and providing this information as a catalyst to the elaboration of a Community-wide plan for intensified cooperation and development. This preparatory analysis would include, *inter alia*, information on schemes for the placement abroad of teachers-in-training as an integral part of their preparation; rationally based curriculum development projects in the field of language learning; the extent and character of investment in research and development in this field; the extent of full-time or part-time teaching by nationals from other Member States and international cooperation in the production and exchange of teaching materials.

48. Moreover, the Commission intends to invite the relevant national broadcasting organizations to collaborate with it in a review of the provision of language learning programmes by radio and television in the Member States, as well as the arrangements for using other relevant broadcast material for educational purposes linked to language learning.

49. The Commission considers that it will be useful to sponsor pilot surveys of the languages on offer in the various educational systems and

the use to which these are put in post-school experience and careers. A series of colloquia to discuss language provision and use would be organized. Special fellowships (from within the pool to which reference is made in the following section) might be offered for studies on defined aspects of the problems of language learning. On the basis of the analysis of these surveys, and a clearer picture of needs, it should be possible to identify points for common action within the framework of the European Community, and to produce a report for the Council outlining possible lines of future cooperation.

The study of Europe

50. The Commission has already developed over the years, in the context of its information programme, a series of activities designed to provide information about the Community and to encourage teaching and research about the Community. These activities, which will be continued in the future, include the financing of a register of university theses on European integration, the establishment of documentation centres within higher education institutions, the award of prizes and scholarships for theses on aspects of European integration, subscriptions to relevant organizations and the organization of visits of teacher and student groups to the European Community institutions.

51. These initial efforts, however, now need to be extended in scale and scope. The Community's role should be to support initiatives designed to include within the curricula studies of Europe in the broadest sense, including relationships between Europe and the rest of the world. The educational approach to Europe must be broadly based, reflecting an awareness of the world context within which the European Community is set and designed to provide young people with an awareness of its recent development and the ability to question and criticize its achievements.

52. There is an active interest in several countries in further developing the study of Europe.

Many different approaches have emerged, sometimes based on language studies, sometimes on other disciplines. In some cases this has taken the form of a new element in the curriculum called 'European Studies'. This diversity is to be welcomed, and there is scope for the interchange of ideas and experience on the alternative curriculum approaches. For this reason a necessary preparatory task is an analysis of the present place of the study of Europe in the curricula of the Member States. This survey would take account of the curricula at both secondary and post-secondary level in the Member States, including continuing adult education, the patterns of development peculiar to each country and the main problems encountered by teachers and curriculum developers who have been involved.

53. The Commission believes that the Community has an important part to play in stimulating the development of studies of Europe. It therefore proposes to support the creation of groups of teachers to design and develop experimental curricular projects in this field, and to encourage interchange of ideas and experience among teachers from the different countries. The Commission considers that it could be valuable, at a later stage, to establish a European network of educational units specializing as focal points for discussion, curriculum development and teacher training in this field in each of the Member States. The Commission also intends to establish appropriate forms of liaison with those within the educational world who may be specially interested in this particular development, and at the same time, to review its own publications designed as resource material for teachers.

54. With the same objective of encouraging a more intensive exchange of ideas and experience in this field, the Commission proposes that there should be established by the European Community a pool of Fellowships to make possible one-year or shorter term attachments to educational institutions in another Member State. These fellowships would be allocated to teachers in secondary and post-secondary edu-

cation, and would be available to support experimental schemes and projects relevant to the study of Europe in the broad sense including the development of a European aspect in other studies. The terms of the scheme should also make possible the award of Fellowships for studies in language learning as already described, and a number of studentships to support post-graduate work in the general field of the study of Europe. It is envisaged that a detailed scheme would be designed in 1974/75, with a view to making it fully effective from September 1976.

55. The Commission will be concerned with full and part-time education at all levels and would have a special interest in the systematic development of both pre-service and in-service training programmes designed to equip teachers to establish and extend such curricular elements. It therefore proposes to offer financial support for pilot schemes of pre-service and in-service education of teachers which involve either the study of contemporary Europe or elements of professional experience in another Member State, with a view to stimulating transfer of the experience gained. Moreover, the Commission intends to encourage the extension of contacts between higher education institutions particularly concerned with work in this field. Finally, the Commission should be in a position to support bodies at the European level which are engaged in fostering cooperation and development in this field.

Collaboration between institutions of higher education

56. The universities and other institutions of higher education in Europe are very conscious of the importance of their social rôle and responsibilities through teaching and research. The building of the European Community, in its political, economic, social and cultural manifestations, opens up new fields of enquiry and learning, for research staffs, teachers and students, and its policy sectors give rise to complex problems of

public policy formulation and implementation. The Commission believes that the institutions of higher education have a major contribution to make in these fields.

57. Universities have always had a tradition of scholarship which transcended national boundaries, attracting scholars, students and ideas from all parts of the world. By definition they are international institutions and networks of contacts already exist in the European Community between scholars of many disciplines. In recent years, moreover, this has been further accelerated by the emergence of special linked schemes or consortia of institutions, faculties or departments which have committed themselves to common or collaborative programmes of study and research, and of a growing interest in cooperation between institutions near national frontiers.

58. The Commission believes that links and collaboration between universities and higher education institutions in the different countries of the European Community should be strengthened and extended and that the Community should play an active part in assisting such developments. The Commission has already had some opportunity of acting in this sense and is aware of the increasing experience of collaborative arrangements acquired by many institutions. It wishes to examine further, in cooperation with representatives of the higher education sector:

- (a) what arrangements could be made to extend the dissemination of information and exchange of experience;
- (b) what appear to be the most fruitful directions for an extension of collaboration and
- (c) by what means the Community could most usefully give assistance to this end.

59. The Commission also notes widespread interest throughout the Community in the development of new learning systems and especially in the Open University development, which is designed to reach students who wish to combine part-time study with employment or other com-

mitments, who are widely distributed geographically throughout the country, and who may, for one reason or another, have missed the opportunity to proceed to higher education earlier in their careers. The Commission will continue to support pilot studies which will assist in identifying the scope for encouraging developments of non-traditional learning systems in appropriate circumstances within the Community.

European Schools

60. The six existing European Schools were created primarily to meet the educational needs of the children of employees of the European Community institutions, though they are in principle open to other children. These schools have served as interesting centres of educational experimentation for children of mixed nationalities, most particularly in respect of language learning and the development of a European consciousness. With the enlargement of the European Community, the Commission believes that it is opportune to consider the possible extension of the idea of European Schools more widely within the European Community, taking into account the experiences of the existing schools. The possibility of extending this idea should not be tied to places where European Community institutions exist. In this context, the desirability and feasibility of supplementing existing educational provisions should be explored in cities and/or regions where there are large populations of immigrant families, or at the borders between states, or where there may be special opportunities to introduce a distinctive European dimension.

61. The Commission, therefore, proposes to establish a special study group with a broad brief to enquire into the scope for extending the idea of European Schools and alternative ways of achieving this objective. The Commission proposes to invite the Governing Council and staffs of the existing European Schools to submit their own suggestions, in the light of their experience of developments to date.

Relations with the Council of Europe, OECD, and UNESCO

62. On the basis of the Treaty, the Commission (Article 229) and the EEC (Articles 230-231) have the following responsibilities to ensure the maintenance of all appropriate relations with the organs of the United Nations, of its specialized agencies, and also to 'maintain such relations as are appropriate with all international organizations';¹ 'establish all appropriate forms of cooperation with the Council of Europe² and establish close cooperation with the OECD, the details to be determined by common accord'.³

63. So far as relations between the Commission and UNESCO are concerned these are based on an exchange of letters (dated 2-15 September 1964) between the Commission and the UNESCO secretariat. This exchange of letters, which is described by the signatories as an agreement, is supplemented by a recent exchange of letters between the President of the Commission and the Directorate-General of UNESCO (12 December 1972, 14 February 1973) which provides, *inter alia*, for the setting up of various mixed working groups, three of them dealing respectively with higher education including equivalence of degrees, illiteracy in Africa, and development aid in the fields of education, science, culture and information media. These working groups have already met.

64. So far as cooperation with the Council of Europe is concerned, this has been developed on the basis of an exchange of letters dated 18 August 1959, the terms of which are still in force. The Commission is represented at the Council for Cultural Cooperation (CCC) and on its three main sub-committees dealing with higher education, general and technical education and out-of-school education. Recently, a high level working party from the Council of Europe visited the President of the Commission to review cooperation between the Community and the Council. It was recognized on both sides

that in spite of differences in the nature of the work done in the various fields of their competence, the cooperation in general between the Commission and the Council of Europe could and should be reinforced.

65. Supplementary Protocol No 1 to the Convention on OECD provides for the participation of the Commission of the European Communities in the work of OECD. The Commission is represented on the Education Committee of OECD and on the Governing Council of the Centre for Educational Innovation and Research (CERI), which functions within the framework of OECD.

66. The fact that the European Community, OECD, the Council of Europe and UNESCO each have education in their field of interest does not necessarily imply duplication of effort. Each organization has its own specific approach to and interest in the same general problem of education. This is quite legitimate on account of the different memberships and institutional frameworks involved, and of the different nature of the tasks to be undertaken in the context of the differing political objectives and rights of the European Community, OECD, the Council of Europe and UNESCO. The Community in particular has the scope to develop activities in depth because of its political mandate.

67. The European Community should consider any appropriate suggestion for improving cooperation between the international organizations in a flexible and pragmatic manner. However, such cooperation should not take the form of a division of tasks. A division of this kind would not be compatible with the nature and institutional system of the European Community, and should not under any circumstances be applicable to agreements which might prevent the European Community from extending its work to other fields. In other words,

¹ Article 229.

² Article 230.

³ Article 231.

it is necessary to avoid any formula likely to impose restrictions on the natural development and dynamism of the European Community.

68. The European Committee for Educational Cooperation proposed earlier, will take account of activities relevant to the specific projects to be undertaken within the European Community.

Draft resolution of the Council of the European Communities and of the Conference of Ministers of Education, meeting within the Council, for cooperation in the field of education*

The Council of the European Communities and the Ministers of Education, meeting within the Council,

Having regard to the Treaties establishing the European Communities;

Having regard to the conclusions of the Council of the European Communities and of the representatives of Governments of Member States meeting in Council at Brussels on 16 November 1971;

Having regard to the draft from the Commission;

Having regard to the opinion of the European Parliament;

Having regard to the opinion of the Economic and Social Committee;

Aware of the essential role of education in the future development of the European Community;

Convinced that common action in the field of education should take place in the perspective of the objectives assigned to the Community by the Treaties;

Considering that this cooperation should reflect the values of education in its own right, and should not be regarded simply as a means of achieving socio-economic objectives;

Recognizing the importance of the relation between education and the other sectors of activity of the Community;

Affirming that the activities undertaken within the framework of this cooperation should take

account of the diverse educational systems, policies and practices of the Member States;

Recognizing that the successful attainment of educational cooperation within the Community requires the involvement of those within national education systems in the development of Community activities in this field.

Have adopted this resolution:

agree to establish cooperation in the field of education within the framework of the European Community;

affirm the need to improve the opportunities for students, teachers, research staffs and educational and youth administrators to move within the Community, and take note of the Commission's intentions:

(a) to establish pilot schemes for movement of school teachers and educational and youth administrators and

(b) as part of its analysis of the problem to convene during the year 1975 two Conferences on mobility, in secondary and higher education respectively;

affirm their concern for the education of the children of migrant workers and welcome the Commission's intention to establish, as necessary, a working group, in the framework of the Consultative Committee for the free movement of workers, to assist in the examination of the existing provisions within the Member States and in the preparation of a proposal for further Community action;

take note of the intention of the Commission to review existing policies relating to the teaching and learning of foreign languages in the Member States, to invite the collaboration of the broadcasting authorities in this review; and to support this work by offering fellowships for study on aspects of language teaching problems;

* OJ C 58 of 18.5.1974.

affirm the importance of the study of Europe, its history, geography, and culture, and particularly contemporary social and political development, and approve the Commission's proposals for intensified Community action to stimulate such developments by the establishment of a scheme of fellowships, by pilot-schemes related to the pre-service and inservice training of teachers; and in particular by sponsoring a number of curriculum development projects within Member States;

take note of the Commission's intention to seek to strengthen the collaboration between higher education institutions in the Community by assisting in the development of links or consortia in terms of teaching programmes or research, and to continue to support pilot-schemes for the development of non-traditional systems of teaching and learning for adults;

take note of the Commission's proposal to establish a study group to examine the scope for extending the system and idea of European Schools;

take note of the Commission's intention to survey the existing sources of documentation and statistical material on educational developments in the Community with a view to strengthening the interchange of such information at the Community level in the future;

take note of the financial estimates for activities in the education field.

**Draft decision
of the Council
of the European Communities
relating to the setting
up of a European Committee
for Educational Cooperation***

The Council:

Having regard to the Treaties establishing the European Communities;

Having regard to the Draft of the Commission;

Having regard to the opinion of the European Parliament;

Having regard to the opinion of the Economic and Social Committee;

Recognizing that by the Resolution of the Council and the Conference of Ministers of Education meeting within the Council have confirmed the opportunity to develop common action in the field of education;

Recognizing that the implementation of common action in the field of education requires a broad pooling of information and exchange of views between the competent authorities; it is appropriate, to this end, to establish a European Committee for Educational Cooperation.

Has decided as follows:

Article 1

There is hereby created a European Committee for Educational Cooperation (herein after called the 'Committee').

Article 2

The task of the Committee shall be to pool information and to discuss educational questions of interest to the European Community. It shall advise the Commission on the elaboration and development of the programme of action in the field of education.

Article 3

In order to fulfil its task, the Committee shall, at the request of the Commission or on its own initiative, prepare Opinions and make Reports which it shall address to the Commission. The Committee may entrust the study of specific questions to working parties consisting of certain of its members or alternates or of experts.

Article 4

The Committee shall be composed of three members of each Member State, and three alternates, and appointed by the Council on the nomination of the Member States.

Article 5

1. The term of office of the members of the Committee and their alternates shall be three years. It shall be renewable.

2. On expiry of their term of office, members shall remain in office until replaced or until their appointments are renewed.

Article 6

1. The Committee shall be chaired by a representative of the Commission.

2. The Committee shall be convened by its Chairman, either on his own initiative, or at the request of at least one third of the members.

Article 7

The Committee shall adopt its own rules of procedure.

Article 8

The Secretariat of the Committee shall be assumed by the Commission's services.

* OJ C 58 of 18.5.1974.