

ADDRESS BY PROFESSOR DAIRENDORF, MEMBER OF THE COMMISSION,
TO THE CONFERENCE OF MINISTERS OF EDUCATION IN
LUXEMBOURG ON 6 JUNE

Education

Mr Chairman, there is a record of previous occasions when educational matters were considered by the responsible Ministers in the Member States of the European Community. I shall not recount these in detail, but merely record the most important dates:

In the final communiqué issued at the Hague Conference of 1 and 2 December 1969, Europe's role as an outstanding centre for the development of progress and culture was noted.

On 16 November 1972, the Ministers of Education of the European Community recognized the necessity for establishing European cooperation in national education. In this connection, a proposal for a European Centre for the Development of Education was put forward, and this has since been examined thoroughly by a Council working group.

The Paris Conference of 19 - 21 October 1971 reaffirmed that, in matters of European cooperation, "particular attention will be given to intangible values so that progress may really be put at the service of mankind".

For its part, and prompted by my predecessor and colleague, Altiero Spinelli, the Commission invited Henri Janne, Professor at the Free University of Brussels and former Minister of Education for Belgium, to prepare a report on the opportunities for developing a European education policy.

This report, which was submitted on 27 February 1973, represents a valuable contribution to the discussion of possible objectives and methods of cooperation and has been the occasion of widespread debate in the educational world.

Finally, in May 1973, a preliminary work programme for cooperation in the field of education was put before the Commission. I had the opportunity of discussing this programme with Ministers of Education during a tour of the capitals of the Community.

Based on a thorough study of all this preliminary work, the Commission then drew up proposals for action in the field of education in the European Community. These were accepted on 6 March 1974 and forwarded to the Council. These proposals form the subject matter for today's meeting.

Principles and scope of the programme

Underlying our proposal is the knowledge that at present the European Community is only to a very limited extent in a position to contribute towards a solution of the biggest problems in the field of education. This is partly due to the fact that the development of the Community is not yet complete, and partly because the Community is not necessarily the most suitable political forum for the solution of these problems. We therefore considered it appropriate to begin by tackling those matters which unequivocally fall within the ambit of the Community Treaties.

Education plays a vital part in the development of each Member State. It is essential that the same should be true for the development of the Community. This is not to say that the contribution made by education should be evaluated merely as a contribution to the economic growth of the Community. Above all else education must serve the free development of the individual.

The building-up and consolidation of the European Community presuppose a knowledge of the Community, its history, geography and cultures, as much as of current developments in the fields of sociology and politics.

The generation now growing up should be given the opportunity of acquiring this knowledge within the framework of the education which they are offered. Only then will we be able to expect dedication to the idea of Europe.

The Commission is aware of the diversity of education systems within the Community. It is imperative that all citizens should have access to this welcome diversity and that teachers and taught should be given the opportunity of learning from each other's experience across national frontiers. By making this point the Commission clearly denies any intention of harmonizing and standardizing the various education systems.

Meanwhile the Community offers the appropriate framework for effective cooperation in specifically defined areas of education. Duplication in cooperation in education matters is naturally to be avoided. The Commission will therefore work closely with the Council of Europe, OECD and UNESCO in order to ensure the necessary synchronization on each of the problems for which a solution is sought.

Community action in the field of education should not be worked out around an office table. Rather, the Commission issues an invitation to teachers and educationalists throughout the Community to participate actively and critically.

The Commission has come to the conclusion that cooperation is essential in three areas. This conclusion is based on the consideration that, in these three areas, there is a prospect of achieving real progress in the immediate years ahead.

Mobility

The free movement of persons across frontiers is fundamental to the concept of a European Community. The Treaty of Rome contains explicit provisions relating to the movement of both workers and self-employed. In the educational field, however, these provisions have limited applicability. They are not valid for students or for schools and universities, which are largely to be classed under public services. It is therefore a matter of removing administrative, linguistic and social obstacles and creating new opportunities for the mobility of teachers and taught within the Community.

As regards higher education, the problems are those of mutual recognition of academic qualifications and, secondly, of the application of a Numerus clausus or national limits on the admission of foreign students. It is useful to distinguish three levels of the problem in this respect:

- (a) the academic recognition of school leaving diplomas of one Member State for the purpose of admission to university in another Member State;
- (b) the recognition of time spent at one university or intermediate certificates for the purpose of continuing studies in another Member State;
- (c) the academic recognition of degrees or other qualifications for the purpose of admission to post graduate study or research in another Member State.

The Commission considers that generous and flexible solutions to these problems must be found. Only in this way can inherent diversity and freedom for national developments be preserved.

The Commission proposes to hold a hearing in the near future on mutual recognition of academic qualifications and to draw nearer to a solution of the whole problem through open discussion of the separate facets. In this connection, it should be pointed out that the Commission is participating in the Council of Europe's enquiry into limitations on mobility in the field of post-graduate studies.

Education of the children of migrant workers

Article 48 of the EEC Treaty includes the principle of equal treatment for workers from Community countries with regard to employment, remuneration and other conditions of work and occupations. Article 12 of the social policy Regulation 1612/68 provides for children of migrant workers from Member States to be admitted to a State's general educational, apprenticeship and vocational training system under the same conditions as the nationals of that State.

In addition, Article 12 specifies that Member States shall encourage all efforts made to enable such children to receive this education under the best possible conditions.

Currently more than six million migrant workers live in the Community. The number of children of these workers between 4 and 18 exceeds one million. About 70% of the migrant workers come from countries outside the Community, and it is estimated that about 700 000 children originate from these countries, and that about 300 000 therefore come from Community countries. These figures moreover do not take into account immigrants who have, for instance, come to the Community from the Commonwealth or former colonies and wish to settle here. In 1973, there were 560 000 foreign children between the ages of 5 and 16 in France, 300 000 in the Federal German Republic and 147 000 in Belgium.

These figures emphasize the need for appropriate structures and support measures for integrating these children into their new environment, whilst at the same time ensuring that they preserve their own cultural identity.

The following factors are particularly significant:

- (a) Measures for easing the child's transition to the educational system of the host country .
- (b) Provisions for instructing the child in its mother tongue and its own culture.
- (c) Arrangements for promoting the reintegration of the child into the educational system of its country of origin, with appropriate credit for any qualifications gained in the host country.
- (d) The training of teachers to specialize in problems of teaching migrant children and the employment of foreign teachers.
- (e) Arrangements providing for the child of a migrant worker to obtain school and university education under the same financial conditions as the nationals of the host country.

I am of the same opinion as my colleagues in the Commission that it would be useful if Ministers for Education and Employment were to confer from time to time in order to deal with the specific educational aspects of an overall policy on migrant workers.

I hope that it will be possible to arrange such a joint meeting in the near future, the more so as the Community Social Action Programme, of which a large part is dedicated to the problem of the migrant worker, is already being discussed.

A European dimension in education

A third group of proposals fall under the general heading of the "European dimension in education". This concerns concrete measures in four fields.

It is hardly necessary for me to underline the decisive importance of strengthening the present efforts to teach modern languages more effectively. This is the necessary foundation-stone for virtually all conceivable projects of European cooperation.

The Commission believes that all citizens should have the opportunity in the course of their education to learn at least one or, preferably, two languages other than their mother tongue. The objective must be to enable as many as possible to communicate in one language other than their mother tongue and to comprehend a second one. We consider that in the initial phase endeavours should be made to develop a Community plan to expand the teaching of languages at the different educational levels. The mobility of foreign language teachers and of experts for the particular language problems of the children of migrant workers would naturally form an important part of such a Community plan.

I referred at the outset to the critical importance of equipping future generations of young people with a better understanding and more direct experience of European matters. 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. I am thinking especially of contemporary history and social, political and cultural aspects of the development of Europe, but also of the foundations of the varied and rich cultures which make up the Community.

In the past years centres of initiatives in this field have received a certain limited amount of financial support from Community institutions. We should now work out a new, intensified, programme of encouragement and support to European studies. The fact that a need exists here is, moreover, emphasized by innumerable questions to the Commission.

The strategies for achieving this aim will naturally vary from country to country and will have to correspond to the existing curricular patterns. This will involve a careful and long-term planning of Community support measures.

Another major theme of central importance is the extension of cooperation between the institutions of higher learning. The number of contacts and partnerships, associations and consortia between institutions, faculties and departments of the Universities has increased by leaps and bounds in recent years. Today we have a multiplicity of forms of cooperation in the various disciplines. These include agreements on student exchanges and joint planning of lectures, seminars and the like and of research programmes. It is often difficult to ensure the continuity of this type of cooperation between educational institutions. In the opinion of the Commission, it would be meaningful to encourage and support initiatives. In this connection, special attention should be paid to the development of unconventional new systems of teaching - such for example as the "Open University" in Great Britain. Finally, I would like to draw your attention to the European schools. The way these schools, and in particular their Governing Board, have reacted to the new problems which have emerged with the enlargement of the Community is worthy of special recognition. I would like also emphatically to welcome the fact that the Governing Board, in May 1974, decided on the principle of erecting a new European school in Munich.

The existing six European schools were founded primarily to provide education for the children of those working for organs of the European Community. However, they are in principle open to other children as well. Today these schools are centres of pedagogical experience with children of different nationalities, above all as regards the learning of foreign languages and the development of a European consciousness.

In view of the extension of the European Community, the Commission thinks it would be appropriate to consider broadening the concept of European schools. The experiences of the existing schools would be useful in this. New schools should not be restricted to places where there are organs of the European Community. The usefulness and feasibility of extending the existing educational opportunities in towns or regions which have a large proportion of immigrant workers, in frontier areas, or where the situation seems particularly suitable, should be examined in order to develop a specifically European dimension.

Education information and documentation

At this point I feel one remark is necessary. I think there is agreement that decisions on educational policy within the Community stand only to gain by a systematic exchange of information on developments in the Member States. The various objectives of a continuous exchange of this kind and the best methods to implement it require a thorough analysis. In this connection it will be useful to look closer at the idea of a European data bank for education. This could fit into the general information and documentation network whose setting up was approved by the Council in its resolution of 25 June 1971.

Conclusions

I. Allow me in conclusion to make some short comments on the draft resolution before you on cooperation in the field of education, contained in the Annex to the Council's memorandum (11/1351/74 (AM 3)):

The Commission is able to state that it is in full agreement with the principles contained in the draft resolution, for they correspond to those which the Commission itself had considered necessary in its proposals. I would therefore welcome it, moreover, if a short reference to the Commission's proposals of 6 March 1974 could be included in the recitals to the draft resolution.

Secondly, I should like to refer to the Opinion of the European Parliament of 23 April 1974 in which it welcomed the proposals made by the Commission and moreover -- and I should like to emphasize this -- after a very interesting and lively debate. On this occasion the Parliament stressed the important role which "teaching and education can play within the framework of the general policy in the future development of the Community, in particular by getting rid of many forms of social stratification of the citizens, and in this way reducing the differences in knowledge, income and the power to influence decisions".

II. The Commission is also able to state that it is in full agreement with the priorities contained in the draft resolution. It would, however, welcome it if three additional points could be included:

- The need to improve language studies in Europe should be expressly mentioned in the draft resolution.
- It seems especially important to me that reference should be made in the resolution to the complex of historical, political, social and cultural studies which we combine under the heading "European Studies" and which we want to encourage.
- Finally, the Commission would welcome it if the idea of extending the system of European schools could also be included in the draft.

RECOGNITION OF DIPLOMAS

Summary of the speech by Professor Ralf Dahrendorf at the meeting of the
Ministers of Education on 6 June 1974 in Luxembourg

Today's meeting devoted a considerable portion of its discussions to the mutual recognition of diplomas, essential for the right of establishment of the liberal professions.

In his introductory speech, Professor Dahrendorf stressed, on behalf of the Commission, the necessity of finally reaching a solution to this problem which had been under discussion for a long time. Forty draft directives concerning the right of establishment of 12 professions had still not been issued, although the EEC Treaty called for the implementation of this right by 1970.

From the results of the first meeting of the Ministers of Education in 1970, and the first hearing in October 1973, the Commission had drawn up six principles or guidelines on which further discussion of the draft directives should be based. It was particularly important to avoid harmonisation of the duration and composition of educational programmes. The standard of qualifications was now practically uniform so that detailed educational criteria were no longer required.

Professor Dahrendorf was gratified by the European Parliament's clear support of his proposals and by the preliminary work carried out by the Council of Ministers.

The second basic element in the catalogue of guidelines was the permanent and systematic participation of teachers and administrators drawn from whichever professional field was involved, in the implementation and safeguarding of the right of establishment. This participation should be in the form of committees for each profession whose function would be to ensure high educational standards in the Member States.

Professor Dahrendorf expressed the hope that the discussions by the Council of Ministers would lead to concrete results on these points.

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INFORMAZIONE ALLA STAMPA
MEDEDELING AAN DE PERS

Luxembourg, le 6 juin 1974
Bruxelles,

RECONNAISSANCE DES DIPLOMES

Résumé du discours prononcé par Monsieur Ralf DAHRENDORF à Luxembourg devant le Conseil des Ministres de l'Education le 6 juin 1974

Le Conseil des Ministres de l'Education de ce jour a consacré une partie importante de ses délibérations à la reconnaissance mutuelle des diplômes condition essentielle de la liberté d'établissement des membres des professions libérales.

Dans son discours d'introduction, Monsieur DAHRENDORF a souligné, au nom de la Commission, la nécessité de régler enfin ce problème en discussion depuis longtemps. Les 40 projets de directives concernant la liberté d'établissement pour 12 professions n'ont toujours pas été adoptés, bien qu'en vertu du Traité de la CEE la liberté d'établissement aurait déjà dû être réalisée en 1970.

D'après les résultats du premier Conseil des Ministres de l'Education tenu en 1971 et du "hearing" des médecins tenu en octobre 1973, la Commission a maintenant arrêté 6 principes fondamentaux ou grandes orientations que devraient suivre les futures délibérations relatives aux propositions de directives. Il importe notamment d'éviter une harmonisation de la formation tant en ce qui concerne la durée que le contenu. Le niveau atteint en fin d'études dans les divers pays est désormais largement comparable, de telle sorte qu'il est possible de ne pas tenir compte des critères d'ordre secondaire. M. DAHRENDORF s'est félicité du ferme appui que le Parlement européen a apporté à ses propositions et de l'orientation analogue des travaux préparatoires du Conseil des Ministres.

Le deuxième élément important de la liste des orientations est la participation permanente et systématique de professionnels et d'enseignants des divers groupes professionnels à la réalisation et à la préservation de la liberté d'établissement. Cette participation doit être effective dans le cadre des comités professionnels qui auront à veiller au maintien d'un niveau de formation élevé dans les Etats membres.

M. DAHRENDORF a exprimé l'espoir que les délibérations du Conseil des Ministres conduiront à des résultats effectifs sur les points considérés.