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COUNCIL OF THE EUROPEAN COMMUNITIES  
GENERAL SECRETARIAT

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## PRESS RELEASE

7605/84 (Presse 98)

932nd meeting of the Council  
and the Ministers for Education  
meeting within the Council

Luxembourg, 4 June 1984

President: Mr Alain SAVARY,  
Minister for Education  
of the French Republic

The Governments of the Member States and the Commission of the European Communities were represented as follows:

Belgium:

Mr Daniel COENS  
Minister for Education

Mr André BERTHOUILLE  
Minister for Education

Germany:

Mr Paul Harro PIAZOLO  
State Secretary,  
Federal Ministry for Education  
and Science

Mr G. STOLLENWERK  
State Secretary  
Ministry of Culture  
of the Rhineland Palatinate

France:

Mr Alain SAVARY  
Minister for Education

Mr Roger-Gérard SCHWARTZENBERG  
State Secretary,  
Ministry for Education

Italy:

Mr Domenico AMALFITANO  
State Secretary,  
Ministry for Education

Netherlands:

Mr W.J. DEETMAN  
Minister for Education  
and Science

Denmark:

Mr Bertel HAARDER  
Minister for Education

Greece:

Mr Apostolos KAKLAMANIS  
Minister for Education and  
Religious Affairs

Ireland:

Mr Liam O'LAIDHIN  
Secretary of the  
Department of Education

Luxembourg:

Mr Fernand BODEN  
Minister for Education

United Kingdom:

Mr Robert DUNN  
Under Secretary of State  
for Education and Science

Commission:

Mr Ivor RICHARD  
Member

EDUCATION IN THE CONTEXT OF POPULATION CHANGES AND NEW ECONOMIC AND SOCIAL CONDITIONS

The Council and the Ministers for Education meeting within the Council held a broad exchange of views on education in the context of population changes and new economic and social conditions.

At the end of an in-depth discussion in which every delegation had a chance to announce the measures taken or envisaged in this sphere, the Council and the Ministers for Education instructed the Education Committee to make a detailed examination of the various contributions thus provided with an eye to the forthcoming ministerial meetings.

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The Council and the Ministers for Education meeting within the Council subsequently discussed a series of questions pertaining to:

- "Technological change and social adjustment" (section of the Commission communication concerning education and training);
- the teaching of foreign languages in the European Community;
- pilot schemes relating to the education of migrant workers' children;
- the integration of handicapped children into ordinary schools;
- measures to combat illiteracy;

At the end of these discussions, they adopted the following conclusions:

CONCLUSIONS  
OF THE COUNCIL AND THE MINISTERS FOR EDUCATION  
MEETING WITHIN THE COUNCIL

ON TECHNOLOGICAL CHANGE AND SOCIAL ADJUSTMENT

(section of the Commission Communication  
concerning education and training)

1. The Council and the Ministers for Education meeting within the Council have taken note of the Commission communication on technological change and social adjustment and have examined that part of Chapter IV concerning a first field of action in the area of education and training.
  
2. The Council and the Ministers for Education meeting within the Council welcome the approach proposed by the Commission. They wish to stress the priority role which education and training can and must play in the implementation of a strategy for increasing the innovative capacity and competitiveness of undertakings, while ensuring that such technology serves social and cultural requirements. They point out that the first step in this direction was taken with the two Council Resolutions of 1983 on the introduction of new information technology in education and with regard to vocational training

They wish to emphasize the importance of continuing training given the advance of technological change and the need to define new relationships between general education and technical and vocational education and training. Faced with the need of the economy and of society for highly-qualified manpower familiar with new technology, it is essential to develop innovative approaches to initial and ongoing training. The availability of such highly-qualified manpower is indeed a prerequisite for the success of the essential work being done in the research and development and industrial policy field.

3. In this connection they reaffirm their commitment to implementing in full the Resolution on the introduction of new information technology in education (NIT) mentioned in paragraph 13 of the communication. They consider that the action to be undertaken at Community level, particularly in the framework of forthcoming seminars (Newcastle-upon-Tyne/United Kingdom, Italy, Germany, etc.) and study visits, should take into account the proposals put forward at the end of the seminar organized in December 1983 in Marseilles by the French authorities in collaboration with the Commission, in the following three priority areas in particular: the training of teachers, the development of software and hardware, and educational activities and research.

(i) The discussions on teacher training highlighted the importance of concentrating Community action on practical measures such as:

- study visits to promote knowledge and comparison of the methods of such training in the various countries;
- training courses and summer schools dealing with specific subjects;
- an analytical comparison of the form and content of teacher training in the Member States.

- (ii) the software/hardware aspect requires special attention; the importance of the cultural and economic stakes involved reveals the need for Community co-operation in close liaison with the ESPRIT programme. Such co-operation will cover in particular:
- improvement in the transferability of software and educational software;
  - the regular exchange of information, in particular through consultation of inter-linked educational software libraries;
  - studies on the inter-activity of audio-visual and computer graphics systems.

These projects presuppose appropriate co-operation between the educational authorities and both sides of industry Community-wide.

- (iii) Educational activities and research should particularly be concerned with the following areas:

- taking into account the consequences of new information technology for all types of training, particularly the training of instructors;
- the consequences for the content of teaching, particularly in the scientific disciplines;
- the improvement of training profiles and information leading to the recognition of qualifications.

Special attention will have to be paid to assisting the handicapped and to home study courses, for which the NIT is providing new basic tools.

4. The Council and the Ministers for Education meeting within the Council have examined the proposals in the Commission communication relating to the strengthening of co-operation between the universities and industry (paragraph 15). They consider that this co-operation should lead to better adaptation of education and vocational training to the changing needs of industry, particularly in favour of small and medium enterprises, which are highly innovatory in the different fields of technological development. They point out that this co-operation is one of the elements of a wider action concerning advanced, initial and continuing training, with a view to ensuring the supply of highly qualified manpower. They underline the fact that mutual support agreements already exist in many Member States in various forms ("meeting points", "joint ventures", "teaching companies", "university science parks", "junior enterprises", etc.) and that it is important to evaluate those experiments and to develop them by giving them a Community dimension. They recall that this co-operation between universities and industry is complementary to that already existing in the field of research, development and innovation - ESPRIT and Stimulation of the Scientific and Technical Potential in particular. They finally request the Commission to give a more detailed description of the above actions.
5. The Council and the Ministers for Education meeting within the Council agree to promote publicity drives to bring new technology to the attention of the public at large (paragraph 16 of the Communication) particularly in the framework of adult education.

Such campaigns, which would complement the training of school-children and highly skilled manpower, are a crucial factor in making this technology accessible to all the economic and social protagonists.

In this context the Commission proposes the organization of a competition for the best software at Community level, in the context of International Youth Year. They feel that such an initiative could make young people more aware of new technology and thereby contribute to the development of a Community strategy in this field. They request the Commission to present detailed proposals for the implementation of this project.

6. The Council and the Ministers for Education meeting within the Council have drawn up this part of the conclusions as a contribution to the discussion which the Council (Labour and Social Affairs) should conduct on the subject of technological change and social adjustment at its meeting on 7 June 1984.



ON THE TEACHING OF FOREIGN LANGUAGES

1. Knowledge of foreign languages is a key element in the construction of Europe. The Member States of the European Community have chosen to respect linguistic diversity in this construction in order to preserve Europe's cultural wealth. Knowledge of the languages of the European Community is one of the factors favouring the free movement of persons stipulated in Title III of the Treaty of Rome, and it facilitates cultural, economic, technical and scientific co-operation among the Member States. Knowledge of foreign languages also has an important part to play in the cultural and economic ties between Member States and third countries, particularly neighbouring and associated countries.
  
2. Thus, the Resolution of the Council and of the Ministers for Education meeting within the Council of 9 February 1976 comprising an action programme in the field of education contains a section on foreign language teaching. Furthermore, on 29 March 1982 the representatives of the Member States signed the Agreement establishing a European Foundation, whilst the cultural section of the Solemn Declaration on European Union adopted by the European Council on 19 June 1983 in Stuttgart reaffirms the importance of developing language teaching in the encouragement of such European co-operation. The European Parliament's Resolutions on a Community programme in the field of education, on the teaching of foreign languages in the Community and on the diffusion of Community languages demonstrate the importance which it attaches to this subject.

3. Taking account of those statements, the communication from the Commission of the European Communities dated 20 June 1978 and the general report of the Education Committee, the substance of which was approved by the meeting of the Council and Ministers for Education meeting within the Council on 27 June 1980, and having taken note of the arguments put forward by the Education Committee, the Council and Ministers for Education meeting within the Council consider it necessary, within the framework and in accordance with the methods of their respective education systems, to give a fresh impetus to the teaching of foreign languages to pupils, students and adults.
  
4. While acknowledging that there are major variations in the linguistic circumstances of the Member States, they consider that the ability of pupils to communicate orally and in writing in foreign languages should be improved. Continuity should also be maintained in the linguistic training of young people. One modern language in addition to the mother tongue should be studied in depth, and the learning of other languages should be encouraged. At least one of the languages taught **should** be an official language of the European Communities.
  
5. The Member States agree to promote all appropriate measures to enable the maximum number of pupils to acquire, before the end of compulsory education, a practical knowledge of two languages in addition to their mother tongue, as well as all measures which are likely to permit the maintenance of levels of knowledge of foreign languages in vocational training, higher education and adult education

6. Member States will make arrangements enabling them to increase their co-operation in the training of language teachers.

The learning of a foreign language for the purpose of easy communication calls for a practical knowledge on the part of teachers of the target language and of the culture it expresses. Such knowledge should preferably be acquired in one of the countries in which the language is spoken. In this connection, the Member States will make every endeavour to encourage :

- a) the sending of language assistants and young students of languages who have completed or are about to complete their higher education to other Member States and the integration of such assistants in their own educational systems;
- b) additionally, where appropriate, direct co-operation between establishments of higher education providing basic training for language teachers, in order to give students a chance to pursue their studies in the framework of their training for at least six months in a country where the language they are proposing to teach is spoken;
- c) in-service training for language teachers, the aim being to allow language teachers in jobs to refresh periodically their knowledge of the language and of the cultural, social and economic life of the country or countries the language of which they teach and to gain knowledge of educational reforms and developments in progress in those countries.

7. In order to encourage co-operation between all the bodies engaged in the promotion of foreign language teaching and taking account of the proceedings of the Council of Europe, the Member States will designate one or more information centres responsible for providing teachers, inspectors, administrators and those training teachers with all available information on methods and materials used and on experiments in progress in other Member States.
8. In order to give a real impetus to collaboration between Member States and to individual efforts, each Member State agrees to invite the competent authorities to take measures allowing :
- (a) the recognition of study periods spent abroad by prospective language teachers;
  - (b) the use by prospective language teachers of national scholarships for periods of study abroad ;
  - (c) periods abroad for language teachers for retraining purposes ;
  - (d) periods of linguistic and cultural study in other Member States for pupils and young people.
9. Within the limits of its financial means the Commission will encourage consultations on ways of attaining the various objectives and, more specifically, exchanges of views and of experience in those sectors where co-operation measures between several Member States are being carried out. Obstacles, e.g. of a legal and administrative nature, to the stepping up of such collaboration should accordingly be eliminated as far as is possible.

To that end, it will organize

- regular meetings between senior officials, instructors of foreign language teachers and experts on methods and practices employed in teaching foreign languages ;
- study visits for inspection and administrative personnel responsible for foreign language teaching.

Using the Council of Europe's discussions as a basis, it will carry out studies on specific aspects such as the teaching of foreign languages at an early age, the teaching of foreign languages for professional purposes, use of modern techniques in foreign language teaching and distance teaching of foreign languages.

10. The Commission will, within the framework of the joint study programmes, implement direct collaboration between establishments of higher education providing basic training for foreign language teachers, in particular in order to organize training periods abroad for their students.
11. With the EURYDICE central unit, it will provide co-ordination and co-operation between the foreign language teaching information centres designated by the Member States and will foster contacts between the EURYDICE network and the centres.

12. Travel and subsistence expenses for periods of basic training and in-service training for foreign language teachers in other Member States are normally borne by the countries of origin of the persons concerned, except in the case of the foreign language assistants mentioned in paragraph 6(a). The Commission will support, within the limits of its budgetary resources, a number of such courses. Such aid will take into account particularly the least widely spoken Community languages and also take account of geographical distances and the cost of living.
  
13. The Commission will pay particular attention to the learning of foreign languages in implementing the Council Resolutions of 11 July 1983 concerning vocational training policies in the European Communities in the 1980s and of 2 June 1983 concerning vocational training measures relating to new information technologies.
  
14. The Education Committee is requested to make a report every three years, with a first progress report in December 1985, on the measures taken to encourage foreign language teaching at Member State and Community level.

PILOT SCHEMES RELATING TO THE EDUCATION  
OF MIGRANT WORKERS' CHILDREN

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

desirous of achieving in practice, in the framework of freedom of movement for workers, access for the children of Community migrant workers (within the meaning of existing Community regulations) to general education, vocational training and apprenticeship courses under the same conditions as those granted to nationals, which objectives feature in the Treaties of Rome;

confirming that in accordance with the Resolution of 9 February 1976, better facilities for education and vocational training must be extended to nationals and the children of nationals of other Community Member States and of non-member countries;

whereas:

- the proportion of migrant workers' children in the school population of certain Member States is increasing;
- the educational failure rate of children of migrant workers, both in the host countries and in the countries of origin in the case of return, continues generally to be high, with consequences for them in unemployment, failure to adjust socially and relegation to the fringes of society;

- the successful educational and social integration of these children has not yet been satisfactorily achieved in all cases, despite the efforts made and the undeniable progress achieved, and in particular the proportion of foreign children in secondary education beyond the minimum school-leaving age is often lower than that of indigenous children, both in host countries and the countries of origin in the case of their return,

agree to continue their efforts to ensure that the educational system is a route to integration and thus to social success for all children, whether indigenous or migrant workers' children.

They draw from the comparative assessment of pilot schemes since 1976 in the sphere of the education of migrant workers' children conclusions addressed to the Member States (initiators and supervisors of the pilot schemes) and to the Commission (responsible for administering the exchanges accompanying the common programme of schemes and the comparative assessment). Those conclusions constitute guidelines, which the Member States and the Commission can apply, bearing in mind particular national educational systems and particular patterns of settlement of migrant workers and their families in each Member State.

The conclusions adopted are as follows:

1. Concerning reception

1.1. In the field of pre-school education, regular attendance at nursery schools by migrant workers' children is highly beneficial.



- 1.2. Reception tuition is essential for the integration and success of these children. It should seek to meet pupils' individual requirements and be adapted both to the characteristics of the educational and social environment and to the conditions of dispersion or concentration in particular areas prevailing among the migrant workers. Reception tuition forms part of the entitlement to education and vocational training, whether it is a case of the initial reception of children entering the country with their parents, or of supporting activities or of teaching adjustments which may be required for second-generation children.
  - 1.3. Special attention needs to be paid to problems involving the meeting of different cultures and their inter-relationships, as well as to the education problems caused by the simultaneous or consecutive learning of host language and language of origin.
2. Concerning the languages and cultures of origin
- 2.1. The presence of languages and cultures of origin in nursery schools can contribute to the formation of a child's personality and provide a solid foundation for future development. It can also stimulate a mutual understanding of the different cultures.
  - 2.2. Teaching the languages and cultures of origin to primary school children contributes significantly to the formation of a balanced personality in the child, enriches the acquisition of knowledge and assists the development of skills. The methods, the contents and the importance attached to this should be co-ordinated with other teaching activities, since otherwise much of its educational effectiveness will be lost.

2.3. The development of the cultures of migrants in the host environment (second and third generations in the host country) is a phenomenon which education systems cannot ignore; the Member States should seek to establish or strengthen links between the education system and migrant communities.

2.4. At the level of secondary education, it is highly desirable, where pupil numbers and other factors justify it that national languages of the main countries of origin should be put on comparable footing with the other foreign languages taught, both because of their intrinsic cultural value and because of the possibilities they provide for development in cultural and economic relations with the countries of origin.

### 3. Concerning intercultural tuition

3.1. The intercultural prospects as outlined in the Commission report represent a factor for mutual enrichment and individual and social development, to the benefit of both foreign and indigenous children.

3.2. The intercultural dimension should find expression in the whole of the teaching disciplines. This approach, generating respect for others and the acceptance of their way of life should progressively be introduced in the different Member States, the Community itself being a meeting-place of cultures.

### 4. Concerning teaching materials

4.1. Special emphasis should be placed, at all levels of education, on devising and developing methods and means of instruction which meet the objectives both of reception tuition (particularly supporting activities and teaching the language

of the host environment as a language which is partly or completely foreign), of teaching of the language and culture of origin in a foreign environment and of inter-cultural education.

4.2. With the aim of achieving broader understanding among young people (both indigenous pupils and children of migrant workers) of the cultural values and positions represented in the Community, it is desirable that thought be given to the cultural content of all teaching activity and materials.

#### 5. Concerning teacher training

5.1. All future teachers, as well as present ones where this is necessary, should have the opportunity to :

- obtain information on the relationship between immigration, social and educational structures and educational methods ;
- familiarize themselves with the educational needs of the children of migrant workers and the methods used for meeting them.

5.2. Since the schemes have taken place only in the host countries, it would appear necessary to extend them to the countries of origin ; they could deal more particularly with the training of teachers aiming to teach the language and culture of origin in the host countries and with reintegrating into the national education system the children of migrant workers who have returned to their home countries. Attention should also be paid to the recognition of diplomas and professional qualifications acquired in secondary education in the host country, as well as the knowledge of the language of the latter country.

6. Concerning the launching of new pilot schemes

- 6.1. Where desirable and possible, appropriate measures should be envisaged for children having to return to their countries of origin. In such cases, this problem will be tackled in the host country and in the country of origin by launching pilot schemes with the assistance of the Commission.
- 6.2. In Member States experiencing a large-scale return of emigrants, pilot schemes should help to work out measures for reintegration into the national education system.

7. The Council and the Ministers for Education meeting within the Council invite :

- the Member States in their future action to draw on the conclusions derived from the comparative assessment of the pilot schemes and in that way to help develop and strengthen an education policy in favour of migrant workers' children ;
- the Commission to continue and expand within the limits of its financial means the pilot schemes programme in the light of the guidelines laid down above, using the Community's existing instruments, including in particular the European Social Fund.

THE INTEGRATION OF HANDICAPPED CHILDREN INTO ORDINARY SCHOOLS

The Resolution of the Council and of the Ministers of Education meeting within the Council of 9 February 1976 contains a chapter (points 20 to 22) on the achievement of equal opportunities for free access to all forms of education.

The Resolution of the Council and of the Ministers of Education meeting within the Council of 13 December 1976 provides, in paragraph III(1)(c), for the implementation of pilot projects and studies to assist in the evaluation and development of national policies in respect, inter alia, of adequate measures for target groups with special problems, such as the young physically and mentally handicapped. A second programme of pilot projects was launched pursuant to the Resolution of 12 July 1982. Finally, in its Resolution of 21 December 1981 concerning the social integration of handicapped persons, the Council and the representatives of the Governments of the Member States meeting within the Council explicitly proposed the integration of handicapped children in ordinary schools.

The Council and the Ministers for Education meeting within the Council do indeed consider that the needs of handicapped pupils, who represent a significant proportion of the school population, should receive special attention. In this regard, while acknowledging the important role which specialized education has played in the past and continues to play in some countries, they express their agreement on the following conclusions with a view to:

- continuing to promote and ensure the maximum possible integration of handicapped children into ordinary schools;
- improving the reciprocal provision of information and exchange of ideas on action undertaken by the Member States in this area;
- furthering the integration of handicapped children into ordinary schools within the framework of the various measures undertaken by the European Community in the field of education.

A. Within the framework of their respective educational systems, the Member States agree to promote the following measures:

1. to ensure that common school premises and transport are accessible to handicapped children with limited mobility;
2. to staff and equip educational establishments which admit handicapped children in such a way as to facilitate their integration;
3. to make sure that the basic and further training of ordinary and specialized teaching staff provides them with adequate preparation to enable them to overcome the difficulties of integrating handicapped children into the school system;

4. to develop and apply appropriate syllabuses and teaching methods permitting better integration of handicapped children and young people in and out of school;
5. to make the family, school and social milieux aware of these questions and associate them with them.

B. With a view to supporting the actions of the Member States and within the limits of its financial means, the Commission is charged with:

1. taking into account the integration of handicapped children into ordinary schools in the following Community measures :
  - (a) the pilot projects of the programme launched to promote the social integration of handicapped people ;
  - (b) the pilot projects which form part of the second programme for the transition from school to working life ;
  - (c) the programme of short study visits for administrators, including inspectors, heads of education establishments and special-education teachers insofar as they play a role in increasing experience.
2. taking into account the specific problems of the handicapped in the projects implemented within the framework of the Resolution of 19 September 1983 on measures relating to the introduction of new information technology in education particularly as regards:

- computer-assisted special training,
  - the use of data processing and telematics in the reproduction, transmission and circulation of documents in braille,
  - the development of compensation systems for the handicapped and the development of communication aids for the deaf;
3. making provision for the meeting of a working party composed of experts and those responsible at national level for the schools integration policy, to enable continuing discussions and regular exchanges to take place on the main problems involved in the integration of handicapped children into ordinary schools.

The main subjects for discussion should be:

- (a) the progress of national policies and measures taken in the educational field and vocational training with a view to facilitating the social integration of the handicapped ;
- (b) the relationship between the development of educational systems and the development of the needs of the handicapped ;
- (c) educational methods and teaching materials ;
- (d) basic and further training of teachers ;
- (e) advisory and guidance systems ;
- (f) participation in decision-making by young handicapped persons and their parents;
- (g) cooperation with health and social authorities.



There should be close co-operation between the working party of national experts and the liaison group on the Community programme for handicapped people;

4. making provision for information seminars for administrators, researchers and teachers on the problems raised by the implementation of experiments in integration into ordinary schools and by the development of specialized education structures.

The Education Committee is asked to report to the Council and the Ministers of Education meeting within the Council by the end of 1985 on progress in the implementation of the policy for the integration of handicapped children into ordinary schools.

## ON MEASURES TO COMBAT ILLITERACY

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Illiteracy has become a problem of greater or lesser proportions in all the Member States. Initial or basic illiteracy remains a preoccupation, but in addition recurrent or functional illiteracy has developed, arising to a certain extent from a decline in the traditional practice of reading and being exacerbated by the importance of new forms of written information in modern life. It concerns certain groups of the population who are confronted with particular circumstances, making it very difficult for them to integrate into working life and into society in general. This social factor is the result of a combination of economic, educational and social phenomena and therefore involves all authorities in the Member States of the Community. However, education authorities are particularly involved in preventing illiteracy and conducting the campaign against it, through education and further training.

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

bearing in mind their Resolution of 9 February 1976 comprising an action programme in the field of education, and in particular the part concerning the achievement of equality of opportunity with a view to free access to all forms of education ;

bearing in mind the importance which the European Parliament, the Economic and Social Committee and both sides of industry rightly attach to this phenomenon of illiteracy;

with a view to giving people affected by this phenomenon a better grasp of techniques relating to personal and social life, and in order to prepare them better for the world of work,

consider that illiteracy should be given special attention by the Member States and the Community, so that the whole population may gain a better mastery of the basic instruments of reading and writing. They point out that writing in all its forms, including the most recent, is and will remain an essential means of communication, providing access to information and participation in the world of work.

They therefore agree to the following conclusions.

A. The competent authorities should take such further measures as are necessary within their respective education systems to ensure that the problems of illiteracy are given full attention in all educational and training programmes, including:

1. adapting teaching so that the individual difficulties of the most disadvantaged pupils can be taken into account and overcome;

2. reviewing and developing as necessary aims and objectives for language competencies (reading, writing and communication skills) in primary schools;
  3. trying to develop educational and reading practices designed to prevent the loss of skills which have been acquired by, for example, making available to young people resources such as fixed and mobile lending libraries;
  4. reviewing the initial and in-service training of teachers to prepare them for teaching a wide range of pupils, with diverse abilities and social, ethnic and cultural backgrounds;
  5. promoting adult literacy campaigns (where this sector is a responsibility of the national ministry of education) and in any case, following these campaigns closely, with a view to making a better analysis of the origins of illiteracy and thus being better placed to take preventive measures;
  6. developing distance learning activities, particularly through collaboration with television networks wherever feasible.
- B. With a view to supporting the measures taken by the Member States, and within the limits of its financial means, the Commission is charged with:
- (a) organizing exchanges of information among national experts on:
    - the causes and the scope of the phenomenon;
    - the results of experiments in the national educational systems;

- the measures needed in primary schools to improve the development of competence in all language modes ;
- other practices for combating illiteracy;

(b) taking account, in the application of the resolution of 9 February 1976 comprising an action programme in the field of education, of the phenomenon of illiteracy, within existing and future Community educational projects, particularly:

- the introduction of new information technologies in education
- the programme of pilot projects to facilitate young people's transition to adult and working life.

2. The Council and the Ministers of Education meeting within the Council ask the authorities involved in implementing Community measures on vocational training and employment based on use of the European Social Fund to take account of the particular requirements of people affected by illiteracy.

3. They ask the Education Committee to issue a progress report by the end of 1985 on the implementation of the policy to combat illiteracy in the European Community.

4. THESE CONCLUSIONS WILL BE SENT TO THE EUROPEAN PARLIAMENT AND TO THE ECONOMIC AND SOCIAL COMMITTEE.

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The Council and the Ministers for Education meeting within the Council took note of a communication from the French delegation on heightening young people's awareness of Europe (scheme undertaken by the French Ministry of Education). They instructed the Education Committee, in close collaboration with the Commission and bearing in mind the experience of the Council of Europe; to draw up a list of the initiatives taken in the various Member States in this area, with an eye to possible joint initiatives.

They also took note of a second communication from the French delegation concerning the outcome of the colloquium held on 9 to 11 May on cultural and artistic education at school.

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Bruxelles, le 30 mai 1984

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NOTE BIO (84) 201 AUX BUREAUX NATIONAUX  
c.c. aux membres du groupe du porte parole

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OBJET : REUNION DES MINISTRES DE L'EDUCATION LE 4 JUIN

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(C.Robinson)

Les ministres de l'Education des Dix se reuniront a Luxembourg, lundi prochain a partir de 10 h 30, sous la presidence du ministre francais de l'education, M. Alain Savary. M. Ivor Richard, commissaire responsable de ce secteur, y representera la Commission.

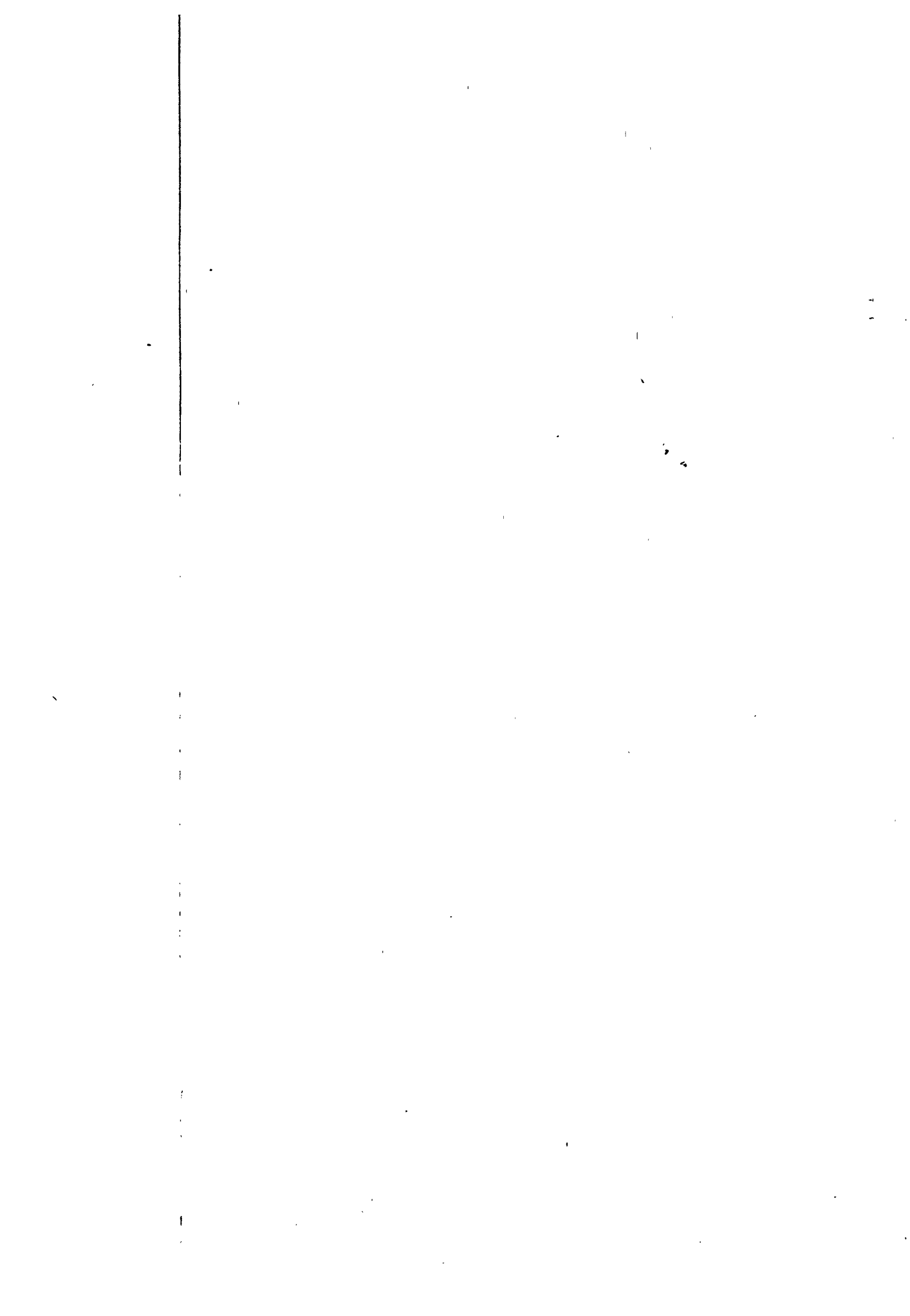
Les ministres se consacreront essentiellement a des discussions en vue de conclusions communes, plutot qu'a l'adoption d'actes legislatifs. Neanmoins, vu l'interet des points a debattre et la perspective pour plusieurs d'entre eux de conclusions communes qui peuvent servir d'impulsion et meme de cadre aux politiques nationales, cet echange de vues devrait etre a la fois utile et operationnel. Les points principaux sont au nombre de six :

1. debat sur les consequences pour l'enseignement dans la Communaute des evolutions demographiques et des nouvelles conditions economiques. Ce debat sera base sur une note introductive preparee par la presidence francaise. Cette note fait etat, entre autre, du vieillissement du corps enseignant, de la baisse de natalite et des contraintes budgetaires.
2. La communication de la Commission du mois de janvier sur le changement technologique et les mutations sociales (COM(84)6), memorandum politique qui a deja recu un tres large aval le 10 mai dernier par le comite permanent de l'emploi. La reunion de lundi se consacrera surtout a la partie education et formation de ce document. Je vous rappelle que M. Richard a recemment evoque la penurie dont souffre la Communaute en matiere de main-d'oeuvre qualifiee, notamment les techniciens et chercheurs specialises.
- 3 et 4. Les ministres devraient aussi arriver a des conclusions communes sur l'enseignement des langues etrangeres ainsi que sur l'integration scolaire des handicapes, et ceci grace a un deblocage au sein du Conseil.
5. Les experiences-pilotes relatives a l'education des enfants des travailleurs migrants.
6. La lutte contre l'analphabetisme.

AMITIES

M. SANTARELLI COMEUR ////







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M. SOUBESTRE BER 2/63  
M. BRENNER BER 8/103

N O T E B I O 201 (84) SUITE 1 AUX BUREAUX NATIONAUX  
C.C. AUX MEMBRES DU GROUPE DU PORTE-PAROLE

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REUNION DES MINISTRES DE L'EDUCATION

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LES MINISTRES DE L'EDUCATION, DONT LA REUNION A COMMENCE A 10.45 CE MATIN, ONT CONSACRE TOUTE LA MATINEE A UN DEBAT SUR L'ENSEIGNEMENT FACE AUX EVOLUTIONS DEMOGRAPHIQUES ET AUX NOUVELLES CONDITIONS ECONOMIQUES ET SOCIALES, CE DEBAT ETANT BASE SUR UN MEMORANDUM DE LA PRESIDENCE FRANCAISE. POUR LA COMMISISON, M.IVOR RICHARD A SOULIGNE QUE, DANS LES CIRCONSTANCES DEMOGRAPHIQUES ET ECONOMIQUES ACTUELLES, 'WE ARE TALKING ABOUT THE RE-EMERGENCE OF EDUCATION AND TRAINING POLICY AS A KEY FACTOR IN THE OVERALL STRATEGY FOR SOCIAL AND ECONOMIC DEVELOPMENT'. CE DISANT, LE COMMISSAIRE REFLETAIT LES POINTS COMMUNS DE LA DISCUSSION, A SAVOIR: LE LIEU DE PLUS EN PLUS ETROIT ENTRE L'ENSEIGNEMENT ET LE MONDE DU TRAVAIL: ET NECESSITE QU'IL Y A - POUR LA MAJORITE DES ETATS MEMBRES - DE MAINTENIR LE NIVEAU DE L'INVESTISSEMENT DANS LE SYSTEME EDUCATIF EN DEPIT DE LA REDUCTION IMPORTANTE DES ELEVES, ET EN UTILISANT CET INVESTISSEMENT POUR ACCROITRE LA QUALITE DE L'ENSEIGNEMENT. NOTONS QUE LES DEUX TENDANCES MAJEURES SUR LES QUELLES LES DIX SE SONT PENCHES ETAIENT L'EXCEDENT CROISSANT DES ENSEIGNANTS, ET LA CHUTE AUSSI SIGNIFICATIVE DES ELEVES. SELON LES SOURCES COMMUNAUTAIRES, D'ICI L'AN 2000 IL Y AURA UNE BAISSSE DU NOMBRE DES ECOLIERS DE MOINS DE 15 ANS DE 12,8 0/0 ET DES ECOLIERS DE 15 A 19 ANS DE 15 0/0.

A SUIVRE  
AMITIES  
J.ROBINSON

4.6.84D

/  
3231 COMEUR LU.



DE : C.C.E. BRUXELLES - GPP46 - G.P.P.  
A : C.E. WASHINGTON - WASHINGTON  
REF: 18:53 4-06-84 000016105 - 000016151

NO REF 101505-BIO/BERL 1/30

3231 COMEUR LU      TELEX NR 006      M. HAYES B 3/97A  
   M. SOUBESTRE B 2/63  
   M. BRENNER B 8/103

N O T E   B I O   201 (84) SUITE 2 ET FIN AUX BUREAUX NATIONAUX  
C.C.AUX MEMBRES DU GROUPE DU PORTE-PAROLE

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**CONSEIL EDUCATION**

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LES MINISTRES DE L'EDUCATION ONT TERMINE LEURS TRAVAUX A 17H15  
AUJOURD'HUI. LES DEBATS DE CET APRES-MIDI ONT ABOUTI A DES  
CONCLUSIONS COMMUNES SUR LES POINTS DISCUTES, A SAVOIR:

- 1) LA COMMUNICATION DE LA COMMISSION 'CHANGEMENT TECHNOLOGIQUE  
ET MUTATIONS SOCIALES' (PARTIE CONCERNANT 'L'EDUCATION  
ET LA FORMATION'): (COM 84/6):
- 2) L'ENSEIGNEMENT DES LANGUES ETRANGERES DANS LA COMMUNAUTE  
EUROPEENNE:
- 3) LES EXPERIENCES PITOIRES RELATIVES A L'EDUCATION DES ENFANTS  
DE TRAVAILLEURS MIGRANTS:
- 4) L'INTEGRATION SCOLAIRE DES HANDICAPES:
- 5) LA LUTTE CONTRE L'ANALPHABETISME.

ENSUITE, LES MINISTRES ONT ENTENDU DEUX COMMUNICATIONS ORALES  
DE LA PART DE LA PRESIDENCE FRANCAISE CONCERNANT:

- 1) LA SENSIBILISATION DES JEUNES A L'EUROPE (ACTION ENTREPRISE  
PAR LE MINISTRE FRANCAIS DE L'EDUCATION NATIONALE):
- 2) LES RESULTATS DU COLLOQUE DU 9-11 MAI SUR L'EDUCATION  
CULTURELLE ET ARTISTIQUE A L'ECOLE.

AMITIES,

J.ROBINSON

4.6.84D

/  
3231 COMEUR LU.

H.D.	D.H.D.	INFO.	TRADE	AGRI.	LEGAL	FIN & DEV.	SCI & ENF.	SUP. AG.	ADM.	C.F.		

70      ALL

