

COUNCIL OF THE EUROPEAN COMMUNITIES  
GENERAL SECRETARIAT

PRESS RELEASE

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1009th meeting of the Council  
and the Ministers for Education  
meeting within the Council

Luxembourg, 3 June 1985

President:

Mrs Franca FALCUCCI,  
Minister for Education  
of the Italian 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

Germany:

Mrs Dorothee WILMS  
Federal Minister for Education  
and Science

Mr MOHR  
State Secretary  
Representative of the Standing  
Conference of Ministers for  
Culture of the Länder

France:

Mr Jean-Pierre CHEVENEMENT  
Minister for Education

Italy:

Mrs Franca FALCUCCI  
Minister for Education

Netherlands:

Mr W.J. DEETMAN  
Minister for Education  
and Science

Denmark:

Mr Bertel HAARDER  
Minister for Education

Greece:

Mr Elias LYMBEROPOULAS  
Deputy Permanent Representative

Ireland:

Mrs Gemma HUSSEY  
Minister for Education

Luxembourg:

Mr Fernand BODEN  
Minister for Education

United Kingdom:

Sir Keith JOSEPH  
Minister  
for Education and Science

Commission :

Mr Peter SUTHERLAND  
Member

ACTION PROGRAMME ON EQUAL OPPORTUNITIES FOR GIRLS AND BOYS IN  
EDUCATION

The Council and the Ministers for Education meeting within the Council adopted a Resolution containing an action programme on equal opportunities for girls and boys in education. The Resolution is a follow-up to the discussions at the Conference on the same subject organized by the Irish Presidency in conjunction with the Commission on 27 and 28 November 1984, and is contained in Annex I.

IMPROVING THE TREATMENT OF THE EUROPEAN DIMENSION IN EDUCATION

The Council and the Ministers of Education meeting within the Council adopted conclusions regarding measures to be taken to improve the treatment of the European dimension in education. The text of these conclusions is contained in Annex II.

CO-OPERATION BETWEEN HIGHER EDUCATION AND INDUSTRY IN TRAINING TO MEET TECHNOLOGICAL CHANGE

The Ministers for Education held an exchange of views on co-operation between higher education and industry in training to meet technological change, concentrating on problems which had been encountered, the approaches taken by the Member States and the main directions and procedures for Community measures on the matter.

The Ministers' exchange of views helped to pinpoint the elements of a Community strategy in this area, in particular:

- the encouragement of high-level training with the co-operation of enterprises with a view to meeting the manpower needs created by the development of industrial strategies and R & D, particularly within the framework of Community programmes;
- contributing to the increased effectiveness of training programmes run in co-operation between higher education and industry by exchanging experience and supporting joint innovative action;
- gradually eliminating existing barriers to such co-operation by encouraging greater mobility within Europe for those involved;
- multiplying opportunities for contact and co-operation on training projects at national, regional, local and Community level.

At the close of their discussions, the Ministers for Education noted with satisfaction that the Commission intended to submit an intensive programme in this area, before the summer holidays.

EUROPEAN CO-OPERATION IN THE FIELD OF HIGHER EDUCATION

The Ministers held an exchange of views on how co-operation between higher education establishments could be strengthened at Community level. The discussion took place in particular in the context of the conclusions of the European Council at Fontainebleau with a view to a fresh initiative in this sphere.

The Ministers reviewed progress made on the matter, in particular the intensification of joint programmes of studies between higher education establishments, and the work already carried out by the network of national information centres on the academic recognition of diplomas and periods of study abroad.

They confirmed the importance that they attached to expediting work, and noted with satisfaction that the Commission intended to submit proposals before the end of the year.

DOCTORATE CONFERRED BY THE EUROPEAN UNIVERSITY INSTITUTE IN FLORENCE

The Ministers for Education, meeting within the Council, adopted the following Recommendation concerning the doctorate conferred by the European University Institute in Florence:

"The Ministers for Education, meeting within the Council, consider that the doctorate conferred by the European University Institute in Florence should be recognized in the Member States in the same way as equivalent national degrees.

In the case of those Member States where this doctorate is not yet recognized, the Ministers agree to:

- take the necessary steps themselves (in those countries where the Minister has responsibility for deciding on equivalences);
- encourage the appropriate authorities and institutions to recognize this equivalence (in the other countries)."

It was also agreed that the scope for co-ordination with two other Institutes, the College of Europe at Bruges and the Institut européen d'Administration publique in Maastricht, would be examined by the Education Committee.

RESOLUTION OF THE COUNCIL AND THE MINISTERS FOR EDUCATION  
MEETING WITHIN THE COUNCIL CONTAINING AN ACTION PROGRAMME  
ON EQUAL OPPORTUNITIES FOR GIRLS AND BOYS IN EDUCATION

## I.

The Council and the Ministers for Education meeting within the Council give their agreement to an action programme which will be implemented within the scope of constitutional possibilities and having regard to the economic, social and cultural context of each Member State, to the funds available and to their respective educational systems. The measures envisaged under this programme are necessary in order to:

- ensure equal opportunities for girls and boys for access to all forms of education and all types of training in order to enable each individual to develop his or her own aptitudes to the full;
- enable girls and boys to make educational and career choices, in full knowledge of the facts and in good time, affording them the same possibilities as regards employment and economic independence;
- motivate girls and boys to make non-traditional choices and to follow courses leading to qualifications so that they may have access to a far more diversified range of jobs;

- encourage girls to participate as much as boys in new and expanding sectors, within both education and vocational training, such as the new information technologies and biotechnology.

The Council and the Ministers for Education meeting within the Council accordingly agree that these objectives can be attained if the educational and career choices of girls and boys are made without any restriction as to sex.

The action programme is as follows:

1. Promoting awareness among all the participants in the educational process <sup>(1)</sup> of the need to achieve equal opportunities for girls and boys
  - (a) Encourage the eradication of sex stereotyping through co-ordinated actions to raise awareness such as information campaigns, seminars, lectures, debates and discussions;
  - (b) encourage exchanges of information on innovatory projects in this field and ensure that it is as widely disseminated as possible;
  - (c) prepare and distribute at national level texts bringing together results of experience, recommendations and practical guidance aimed at achieving equal opportunities.

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<sup>(1)</sup> In particular, children, parents, inspectors, heads of educational establishments, teacher-training staff, teachers, educational counsellors, guidance officers, local authorities.



2. Educational and vocational guidance as a service to all pupils to encourage girls and boys to diversify their career choices

- (a) Ensure that information is given as early as possible on working life and delay the introduction of options, since premature specialization leads to a preference for traditional course options and maintains segregation;

ensure that information, counselling and guidance services are available to all pupils throughout their school career and in particular at all the key points at which course options are decided;

make it possible to switch courses during the school career, e.g. by means of bridging classes;

- (b) encourage diversification of girls' and boys' educational and career choices, particularly by:

- introducing both girls and boys to new technology from the end of primary school in all educational establishments;
- training guidance officers in the specific aspects of educational and career guidance relating to girls (encouraging diversity of choice, in particular new careers connected with new technologies, and providing follow-up and support for girls who take non-traditional options, etc.);
- ensuring effective co-operation between school guidance services and parents and teachers as well as between school and vocational guidance, training and job-vacancy services.

3. Opening up schools to working life and the outside world, in particular by organizing at all levels pupil contact with working life, especially where non-traditional work for women is being promoted, and with the outside world in general (associations of young people, occupational bodies, etc.).
4. Extending the possibilities for effective access by both girls and boys to all vocational training options and supporting, through suitable measures, girls and boys who have chosen non-traditional openings.
5. Including the question and pedagogics of equal opportunity in teachers' initial and in-service training. Teachers' courses could for instance include the components needed to encourage girls to take up the natural sciences and mathematics, and information on the vocational opportunities offered by these disciplines.
6. Reinforcing co-educational practices in mixed educational establishments

In mixed educational establishments encourage all pupils to participate in school and extra-mural activities, including activities traditionally considered as being either for the male or female sex and stimulate in particular equal participation by girls and boys in technical and scientific options.

7. Promoting a balance between men and women holding positions of responsibility in education.

Encourage children to develop a positive perception of equality of the sexes by promoting a balanced distribution of men and women working in the educational sector; to this end, encourage action aimed at improving the balance in terms of postings, promotion and training. This improved balance should cover both the subjects taught and the levels of the posts occupied.

8. Eradicating persistent stereotypes from school textbooks, teaching material in general, assessment materials and guidance material

- (a) Create structures or use existing structures for equal opportunities for girls and boys with a view to establishing criteria and drawing up recommendations aimed at eliminating stereotypes from school books and all other teaching and educational material, with involvement of all the parties concerned (publishers, teachers, public authorities, parents' associations);
- (b) encourage gradual replacement of material containing stereotypes by non-sexist material.

9. Special measures to help the underprivileged, particularly girls who receive very little encouragement from their families to pursue school activities and the children of migrant workers (prevention of illiteracy, language training). These measures are aimed at pupils, teachers and parents. They are particularly concerned with informing migrant workers of the educational options available in the host country.
10. Introducing specific measures to encourage the promotion of programmes for equal opportunities for girls and boys, with a view to
- encouraging the implementation in schools of specific measures based on guidelines agreed to national level;
  - drawing up annual reports on action taken;
  - encouraging the training of school advisers specifically appointed to make recommendations, give advice, suggest initiatives and assess measures taken;
  - reviewing the text of regulations (such as circulars) with a view to eradicating discrimination and stereotypes from them;
  - encouraging the use of existing agencies with expertise in matters concerning equal opportunities for girls and boys in monitoring progress in this area.

II.

The Commission of the European Communities will take the necessary measures to

- promote the principle of equality between girls and boys in all Community action and policies connected with education, training and employment policy, and in particular promote a spirit of enterprise among girls as well as boys in order to facilitate their transition from school to working life;
- extend the programme of study visits to include teacher training staff, guidance officers, inspectors and administrators with particular responsibility for equal opportunities for girls and boys at school, in order to broaden their practical and vocational experience;
- provide supplementary data, particularly through studies on equal opportunities for girls and boys in education, circulate the results and improve the exchange of information on positive action by using the EURYDICE network;

- ensure close co-operation with teachers' associations organized at European level in implementing and promoting measures for equal opportunities for girls and boys;
- in collaboration with parents' associations organized at European level, launch information campaigns on the choice of school courses and the division of tasks between girls and boys and aimed at eliminating stereotypes;
- set up a Working Party composed of those having responsibility at national level for matters concerning equal opportunities for girls and boys in education and of representatives of the competent bodies (experts, equal opportunities boards) to pool Member States' experience and follow up and assess the implementation of the action programme; this Working Party to report to the Education Committee;
- support, on the basis of specific criteria (e.g. transferability to other Member States), certain actions undertaken by Member States, particularly the launching of innovatory programmes or projects, and actions which foster exchanges between Member States;
- support the Member States in drawing up and circulating practical recommendations aimed at achieving equal opportunities, particularly by preparing Community guidelines.

III.

The Council and the Ministers for Education meeting within the Council call upon the Commission to give careful consideration, in the framework of the rules governing the Social Fund, to applications relating to the training of instructors and guidance counsellors in the context of positive action to ensure equal opportunities for girls and boys in education.

IV.

The Council and the Ministers for Education meeting within the Council call upon the Education Committee to submit, in two years time, a first progress report on action taken by the Member States and the Community to foster equal opportunities for girls and boys in education.

V.

Community funding of the action outlined in section II and the extent thereof will be decided in accordance with the Community's budgetary rules and procedures.

VI.

This Resolution will be forwarded to the European Parliament and to the Economic and Social Committee.

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CONCLUSIONS OF THE COUNCIL AND THE MINISTERS FOR EDUCATION MEETING  
WITHIN THE COUNCIL ON IMPROVING THE TREATMENT OF THE EUROPEAN  
DIMENSION IN EDUCATION

1. The ever-closer union among the peoples of Europe which is called for by the Treaty establishing the European Economic Community can be achieved only on the basis of the citizens' understanding of political, social and cultural life in other Member States; they must also be well-informed about the goals of European integration and the European Community's means of action. Teaching about the European dimension is therefore part and parcel of the education of the future citizens of Europe.
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 proposes measures to bring a "European dimension to the experience of teachers and pupils in primary and secondary school in the Community". Equally, the European Council, both in the Solemn Declaration adopted in Stuttgart on 19 June 1983 and in the statement of the Fontainebleau meeting on 25 and 26 June 1984, stressed the need to improve the level of knowledge about other Member States of the Community and for better information on Europe's history and culture so as to promote a European awareness and the desirability of strengthening and promoting Europe's identity and image, both among its own citizens and in the world. The European Parliament's various resolutions on education demonstrate the importance which it attaches to this issue.
3. Taking account of these statements, of the Commission communication dated 8 June 1978 and of the Education Committee's general report, the substance of which was approved by the Council and the Ministers for Education, meeting within the Council, on 27 June 1980, the Council and the Ministers for Education, meeting within the Council, consider it necessary, within the framework of and in accordance with the methods of their respective education systems, to give fresh impetus to the introduction of a European dimension into education.

ACTION TO BE TAKEN

Promotion of the teaching of foreign languages as an important factor for strengthening the European Community

4. While acknowledging the differing circumstances of individual Member States, the Council and the Ministers for Education, meeting within the Council, consider that the development of a European dimension in education should be accompanied by measures for the promotion of the teaching of foreign languages, such as were adopted at their meeting on 4 June 1984.

Promotion of measures designed to encourage contacts between pupils from different countries

5. They acknowledge the importance of educational visits and class exchanges in familiarizing pupils with the reality of the European Community and its Member States and consider that they should be stepped up as far as possible. One way of doing this would be through the designation of information services at national level with the task of facilitating contacts among schools in Community countries, with a view to exchanges of pupils, documentation, teaching material, audiovisual presentations, etc.

Moreover, in addition to intensifying this action, measures would be needed to increase pupils' interest in other Community countries (for example, special foreign language and foreign civilization courses; European history compositions; holidays and educational visits abroad for motivated pupils; travel scholarships; general tourist possibilities, etc.).

Highlighting of the European dimension in curricula, in teacher-training courses and in teaching material

6. The Council and the Ministers for Education, meeting within the Council, will encourage the competent authorities to improve the treatment of the European dimension in education and in particular to:
  - (a) allow for the presence of the European dimension in school curricula and teacher-training courses;
  - (b) encourage co-operation among teacher-training establishments in different Member States;
  - (c) promote the organization of short in-service training seminars for teachers on this subject;
  - (d) support the development of appropriate teaching material.

European Awareness Day

7. At the Ministerial meeting on 4 June 1984, the French delegation proposed organizing a European Awareness Day in schools. In some Member States a "European Schools Day" is already being promoted jointly by the Council of Europe and the Community. The Council and the Ministers for Education, meeting within the Council, welcome the efforts already made to draw the attention of schools and their pupils to Europe and the Community. They consider, however, that the institution of a "European Awareness Day" to support these efforts must be seen in the light of the work carried out for the European Council by the Committee for a People's Europe, aimed at improving public information on Community activities. If it were decided to establish a "European Awareness Day", the operation and content of any action in schools would have to be determined by the relevant authorities having regard to individual education systems.

Commission backing

8. The Commission will support the activities of Member States as set out above and will encourage the activities of non-governmental bodies which aim to promote a European dimension in education. In particular, it will encourage consultations on the means to achieve the above 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.

9. The Council and the Ministers<sup>a</sup> for Education, meeting within the Council, invite the Education Committee to present a report every two years on progress made in the Member States and at Community level in improving the treatment of the European dimension in education.
  
  10. These conclusions will be transmitted to the European Parliament and the Economic and Social Committee.
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NOTE 310 (85) 194 AUX BUREAUX NATIONAUX  
C.C. AUX MEMBRES DU SERVICE DU PORTE PAROLE

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PRIERE FAIRE DIFFUSION HABITUELLE A PARTIR DE BRUXELLES

TELEX  
CONSEIL EDUCATION; LUXEMBOURG; 3 JUIN 1985 (P. VAN ENK)

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DURING THE MEETING BETWEEN EDUCATION MINISTERS ON JUNE 3RD IN  
LUXEMBOURG THE COMMISSIONER RESPONSIBLE FOR EDUCATION; MR. PETER  
SUTHERLAND MADE THE FOLLOWING COMMENTS ON THE COMETT-PROGRAMME :

COMETT WILL HAVE THREE MAIN OBJECTIVES AND SERIES OF ACTIONS :

TELEX  
THE FIRST ONE WILL BE TO FOSTER THE EXCHANGE OF INFORMATION ON  
EXPERIMENTS BETWEEN MEMBER STATES ON LOCALLY AND REGIONALLY  
SUCCESSFUL COOPERATION BETWEEN UNIVERSITY AND INDUSTRY. IT IS NOT  
INTENDED TO LIMIT THIS OBSERVATION TO THE EUROPEAN  
COUNTRIES ONLY BUT TO THE UNITED STATES AND JAPAN AS WELL.

TELEX  
THE SECOND SERIES OF ACTIONS WILL AIM AT PROMOTING THE EUROPEAN  
IDENTITY BY FOSTERING TRANSFRONTIER COOPERATION BETWEEN UNI-  
VERSITY AND INDUSTRY. THIS WILL CONCERN NOT ONLY STUDENTS GOING TO  
SPEND A PERIOD OF PRACTICAL TRAINING IN AN ENTERPRISE IN ANOTHER  
COUNTRY BUT UNIVERSITY PROFESSORS AS WELL.

TELEX  
THE THIRD OBJECTIVE WILL BE TO AVOID DUPLICATION OF EFFORTS  
AND TO PROMOTE ECONOMIES OF SCALE IN BRINGING TEAMS OF SEVERAL  
MEMBER STATES TO WORK TOGETHER IN THE PRODUCTION  
OF TRAINING MATERIAL IN ALL THE NEW TECH AREAS.

TELEX  
TO IMPLEMENT SUCH A COMETT PROGRAMME THE EUROPEAN COMMUNITY  
WILL NATURALLY RELY ON ALL EXISTING STRUCTURES SUCH AS EURYDICE,  
WHICH FOSTER THE EXCHANGE OF INFORMATION IN EDUCATION  
MATTERS BETWEEN MEMBER STATES; OR ALL THE FIRMS AND UNIVERSITIES  
WHICH ALREADY CONTRIBUTE TO THE EUROPEAN RESEARCH PROGRAMME;  
SUCH AS ESPRIT OR BRITE; AND ON ALL THE EXISTING CONSORTIA  
AND SCIENCE PARKS THAT HAVE BEEN GROWING OVER THE PAST TEN YEARS  
IN ALL OUR COUNTRIES.

TELEX  
ALL THESE ACTIONS; WHICH WILL FORM PART OF THE COMETT PROGRAMME;  
WILL BE THE CONTRIBUTION OF THE COMMUNITY TO AN OVERALL EFFORT  
THAT EACH CONCERNED WITH ACTIONS IN THE MEMBER STATES SHOULD PROMOTE  
ALSO.

A SUIVRE  
ANITIES

PIERRE VAN ENK COMEUR

X





Bruxelles, le 4 juin 1985

Note Bio (85) 194 (suite 1 et fin) aux bureaux nationaux  
cc. aux membres du Service du Porte-Parole

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Conseil Education du 3 juin (P.VAN ENK)

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Un tour de table du Conseil Education (resp. des Ministres de l'education reunis au sein du Conseil) a propos de la cooperation entre l'enseignement superieur et les entreprises dans la formation face au changement technologique, a fait apparaitre un accord quasi complet des delegations avec les orientations degagees par M. Sutherland.

Aussi, les conclusions de la presidence du Conseil font-elles etat des objectifs suivants des interventions qui, dans ce domaine, sont concevables ou plus communautaires :

- la valorisation du potentiel de l'enseignement superieur a dispenser des formations technologiques de niveau superieur en collaboration avec les entreprises, en vue de repondre aux besoins en ressources humaines requis par le developpement de strategies industrielles et de recherche et de developpement, particulierement dans le cadre des programmes communautaires;

- la contribution, par l'echange d'experiences et le soutien a des actions novatrices conjointes, a une plus grande efficacite des actions de formation menees en cooperation par l'enseignement superieur et les entreprises;

- l'elimination progressive des barrieres existantes a cette cooperation, en encourageant une plus grande mobilite intra-europeenne entre les differents partenaires;

- la multiplication des possibilites concretes de contacts et de cooperation sur des projets de formation, tant aux niveaux nationaux, regionaux et locaux qu'au niveau communautaire.

Au terme du debat, les Ministres de l'Education ont pris note "avec satisfaction" de l'intention de la Commission de presenter, encore avant les vacances d'ete, un programme intensif en cette matiere.

Lors de la meme reunion du Conseil, les Ministres de l'Education ont adopte sans problemes les quatre autres points figurant a l'ordre du jour, points qui sont repris dans le Memo No. 71.

A noter que, au terme du debat sur la reconnaissance du titre accorde par l'Institut universitaire europeen de Florence, la presidence du Conseil, sur demande de la delegation belge, a charge le Comite de l'Education d'examiner egalement les possibilites d'une reconnaissance des titres accordes par les instituts universitaires de Bruges et Maastricht.

Amities,

G. Anouil - comeur////

no. B

