

COUNCIL OF THE EUROPEAN COMMUNITIES  
GENERAL SECRETARIAT

PRESS RELEASE

6772/92 (Presse 97)

1583rd meeting of the Council  
and the Ministers for Education  
meeting within the Council

Luxembourg, 1 June 1992

President: Mr António COUTO DOS SANTOS  
Minister for Education  
of the Portuguese Republic

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

Belgium:

Mr Bernard GENTGES  
Minister for Education for the  
German-speaking Community

Denmark:

Mr Bertel HAARDER  
Minister for Education and Research

Germany:

Mr Rainer ORTLEB  
Federal Minister for  
Education and Science

Mr Dieter BREITENBACH  
Minister for Science and Culture  
of the Saarland

Greece:

Mr Vassilios BEKIRIS  
State Secretary for Education

Spain:

Mr Alfredo PÉREZ RUBALCABA  
Secretary-General for Education

France:

Mr Jean GLAVANY  
State Secretary for Technical Education

Ireland:

Mr Eamonn RYAN  
Deputy Permanent Representative

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Italy:

Mr Antonio RUBERTI

Minister for the Universities,  
Scientific Research and Technology

Luxembourg:

Mr Marc FISCHBACH

Minister for Education

Netherlands:

Mr A. OOSTRA

Deputy Permanent Representative

Portugal:

Mr António COUTO DOS SANTOS

Minister attached to the Prime Minister  
and Minister for Youth

Mr Joaquim AZEVEDO

State Secretary for Primary and  
Secondary Education

United Kingdom:

Mr John PATTEN

Minister for Education and Science

Mr Nigel FOREMAN

Parliamentary Under-Secretary of State  
for Education

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Commission:

Mrs Vasso PAPANDREOU

Member

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## LINGUA

The Council and the Ministers had an exchange of views on the development of the LINGUA programme. Pending receipt of the evaluation and effectiveness reports on the programme scheduled for 1993, they instructed the Education Committee to monitor developments in the situation.

## DEVELOPMENT OF OPEN AND DISTANCE LEARNING

After an exchange of views on this matter the Council and the Ministers adopted the following conclusions:

Conclusions  
of the Council and the Ministers for Education  
meeting within the Council

on the development of open and distance learning  
in the European Community

The Council and the Ministers for Education meeting within the Council emphasize the importance which they attach to the development of open and distance learning in the context of the mainstream of education and training in the European Community.

In connection with the Commission memorandum on open and distance learning and the Presidency/Commission Conference held at Coimbra on 30 and 31 March 1992, they have held a discussion with a view to clarifying the role which the Community could play on this subject and to encouraging further development.

Open and distance learning elements should be incorporated whenever justified

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into appropriate Community education and training programmes. They should further be fully taken into account in policies arising from current discussions in the Member States concerning the Commission memoranda on "Higher Education in the European Community" and "Vocational training in the European Community for the nineties". Moreover, the potential for developing better arrangements of open and distance learning offered by Community programmes in other fields should be fully exploited.

The Council and the Ministers reiterate their interest in receiving proposals which the Commission might formulate bearing in mind existing structures in this field at European level, as well as the resources and activities of the private sector. They note the potential importance of the reference to encouraging the development of distance education in the education Article in the Treaty on European Union, signed in Maastricht in February 1992.

#### DRAFT CONVENTION DEFINING THE STATUTE OF THE EUROPEAN SCHOOLS

The Ministers examined the questions outstanding in connection with the draft Convention defining the Statute of the European Schools. At the close of their discussion they instructed the Permanent Representatives Committee to continue with the proceedings.

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DEVELOPMENT OF ENVIRONMENTAL EDUCATION

The Council and the Ministers adopted the following conclusions:

Conclusions  
of the Council and the Ministers for Education  
meeting within the Council

on the development of environmental education

The Council and the Ministers for Education have taken note of a report presented to them by the Education Committee on the implementation of their Resolution of 24 May 1988 on environmental education. They recognize that many positive actions to intensify environmental education have been carried out by the Member States and the Commission.

Since the Resolution was adopted in 1988 the urgency of protecting the environment at all levels has been thrown into even greater relief. There is now wider recognition, both by society and by individuals, of the importance of protecting the environment within the Community in order to bring about better living conditions and balanced and harmonious growth.

Members of the public have a number of crucial roles to play:

- as individuals concerned with the common duty of maintaining, protecting and improving the quality of the environment, as a contribution to the protection of human health and the safeguarding of the ecological balance;
- as direct producers of pollution and waste;

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- as consumers of goods and services.

The Dublin European Council of 1990, in its statement on environmental issues, emphasized the vital need to improve information to the public and in particular to respond to the interest of young people who are acutely aware of environmental issues.

Education is of major importance in regard to environmental issues. The lines of action for environmental education set out in the 1988 Resolution of the Council and the Ministers for Education continue to be relevant; these lines should be pursued and intensified.

In line with the objective and the guiding principles set out in the 1988 Resolution, environmental education:

- should be considered an integral and essential part of every European citizen's upbringing;
- should be strengthened as soon as possible at all educational levels;
- should be considered an important vehicle for linking education institutions to their surrounding community, enhancing pupils' and students' awareness of local environmental issues and of their region's diversity and special features.

Special attention should be given to the intensification of initial and in-service training of teachers in this area.

The Council and Ministers for Education note with satisfaction that the Commission's Fifth Action Programme refers to the need for better provision of environmental information and education.

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They request the Education Committee to make a further report to them on activities in implementation of the 1988 Resolution by the end of 1994.

ASSESSMENT OF NEW COMMUNITY PROGRAMMES CONCERNING EDUCATION AND TRAINING

The Council adopted the following conclusions:

Conclusions of the Council

on

the assessment of new Community programmes  
concerning education and training

THE COUNCIL

In view of the increasing size and importance of Community programmes concerning education and training and the prospects for their future development;

Recalling the conclusions of the Council and of the Ministers for Education meeting within the Council of 6 October 1989 <sup>(1)</sup> on co-operation and Community policy in the field of education, which emphasize the need for effective management of education activities, taking into account the limits on financial resources,

HAS COME TO THE FOLLOWING CONCLUSIONS:

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(1) OJ No C 277, 31.10.1989.



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1. Without prejudice to the evaluation by the Commission of current programmes and in the light of the principle of subsidiarity, all Community programmes concerning education and training should be assessed by means of criteria and procedures appropriate to their individual objectives.
2. Such assessment should involve a report identifying the situation that exists before the implementation of a programme (the initial report), a report on the first two years of the implementation of a programme, proposing any appropriate adaptations (the interim report) and a report drawn up after the conclusion of a programme (the final report).
3. The terms of reference of the assessment, in particular as regards the criteria, the indicators, the methods and the processes to be adopted, should be stated explicitly in the proposal for each programme. The participation and the responsibility of the Commission as well as the Member States in regard to the evaluation should also be made clear.
4. These terms of reference should make it possible not only to assess objectively the impact produced by programmes in relation to their specific objectives in all twelve Member States but also to establish clear links between their benefits and the resources allocated to them.

INVITES:

the Commission to take account of these conclusions in the preparation of new programmes, in order to ensure consistency between the assessment of common aspects of different programmes and also the necessary independence of the assessment system.



MISCELLANEOUS DECISIONS

Austria: quality wines

The Council adopted a Decision on the conclusion of an Agreement in the form of an exchange of letters between the EEC and Austria designed to extend by one year the EEC-Austria Agreement on the reciprocal establishment of tariff quotas for certain quality wines, signed on 23 December 1988 and due to expire on 30 June 1992.

Fisheries

The Council adopted a Regulation amending for the twelfth time Regulation No 3094/86 laying down certain technical measures for the conservation of fishery resources.

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Bruxelles, le 27 mai 1992

NOTE BIO(92) 141 AUX BUREAUX NATIONAUX  
CC. AUX MEMBRES DU SERVICE DU PORTE-PAROLE

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PREPARATION DU CONSEIL EDUCATION DU 1er JUIN 1992 A LUXEMBOURG  
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Les Ministres de l'Education se réuniront le 1er juin 1992 à Luxembourg pour discuter les points suivants :

\* DEVELOPPEMENT DE L'EDUCATION A L'ENVIRONNEMENT  
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Le Conseil et les Ministres auront à approuver des conclusions concernant le développement de l'Education en matière d'Environnement. Ces conclusions soulignent la nécessité d'améliorer l'éducation à l'environnement, notamment pour répondre à l'intérêt manifesté par les jeunes. Elles confirment que les lignes d'action pour l'éducation en matière d'environnement énoncées dans la résolution du Conseil Education du 1988 restent entièrement valables. Le Comité de l'Education est invité à présenter d'ici 1994 un rapport sur les activités entreprises pour mettre en oeuvre la résolution de 1988.

\* ENSEIGNEMENT A DISTANCE  
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Le Conseil et les Ministres sont appelés à adopter des conclusions par lesquelles ils soulignent l'importance qu'ils attachent au développement de l'apprentissage ouvert et à distance dans la Communauté. Ils se fondent à cet égard sur le Mémoire de la Commission sur ce même sujet et réaffirment l'intérêt qu'ils attachent à la présentation par la Commission d'éventuelles propositions en la matière.

\* EVALUATION DE NOUVEAUX PROGRAMMES D'EDUCATION ET DE FORMATION  
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Le Conseil et les Ministres sont appelés à adopter des conclusions par lesquelles ils établissent certaines indications d'évaluation dont la Commission devraient tenir compte lors de l'élaboration de nouveaux programmes afin que les aspects communs soient évalués de la même manière et dans les conditions d'indépendance nécessaire.

\* DEVELOPPEMENT DU PROGRAMME LINGUA  
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Les Ministres sont appelés à un échange de vues sur l'évolution du programme LINGUA. L'objectif de ce programme est de promouvoir l'amélioration qualitative et quantitative de la connaissance des langues étrangères dans la Communauté. Il s'agit de faire le point, à mi-chemin, sur la mise en oeuvre du programme, sur son déroulement, sur les progrès enregistrés ainsi que sur les obstacles qui rendent difficile la réalisation de certaines actions.

Amitiés,

C. STATHOPOULOS



Bruxelles, le 2 Juin 1992

NOTE BIO(92) 141 (suite 1 et fin) AUX BUREAUX NATIONAUX  
CC. AUX MEMBRES DU SERVICE DU PORTE-PAROLE

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CONSEIL EDUCATION DU 1er JUIN 1992

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Les Ministres de l'Education ont adopté lors d'une brève réunion des conclusions sur le Mémorandum de la Commission concernant l'enseignement à distance, l'évaluation de nouveaux programmes de la Communauté concernant l'éducation et la formation, et le développement de l'éducation à l'environnement. Ils ont eu un échange de vues sur le développement du programme LINGUA et un débat non conclusif sur le projet de Convention portant Statut des Ecoles européennes.

Les mesures à l'égard de la Serbie et du Monténégro qui avaient fait l'objet d'un accord au COREPER et portaient sur deux règlements et une décision interdisant le commerce entre la Communauté et ces deux Républiques n'ont pas pu être adoptées comme points A parce que les textes n'existaient qu'en anglais. Elles feront par conséquent l'objet d'une procédure accélérée du Conseil.

Le débat sur l'enseignement à distance a donné l'occasion, à Mme PAPANDREOU de souligner qu'il s'agit ici d'insérer cette dimension dans les programmes existants (par ex. EUROFORUM) et non pas de créer de nouveaux programmes. L'enseignement à distance fait déjà partie intégrante du programme COMETT. De l'avis du Commissaire ce développement est d'autant plus nécessaire dans l'enseignement supérieur et universitaire que le programme ERASMUS ne couvre qu'une petite partie des étudiants. L'enseignement à distance pourrait être aussi utile dans le cadre de programmes de formation continue, dont pourraient bénéficier par ex. les PME qui ont des difficultés particulières d'accès à la formation.

Le succès du programme LINGUA a également été reconnu par le Conseil. Mme PAPANDREOU a remarqué que dans le cadre de ce programme en 1990, 500 enseignants ont suivi un stage de formation continue. En 1991, ils ont été plus de 2.500 et en 1992 on prévoit plus de 5.000. En 1990, il y eut 4.000 échanges scolaires. En 1991, ils furent plus de 20.000. On peut s'attendre au double en 1992.

En ce qui concerne enfin la Convention sur le Statut des Ecoles européennes, le débat s'est concentré sur la participation de la Communauté et le remplacement du vote à l'unanimité au sein du Conseil supérieur par le vote à la majorité qualifiée des deux tiers. La prochaine présidence britannique poursuivra les travaux sur ce sujet et on s'attend à une décision lors du premier semestre 1993 sous présidence danoise.

Amitiés,

  
C. STATHOPOULOS

