

COUNCIL OF THE EUROPEAN COMMUNITIES
GENERAL SECRETARIAT

PRESS RELEASE

6712/90 (Presse 78)

ien/AM/ved

**1409th meeting of the Council
and the Ministers for Education**

Brussels, 31 May 1990

President: Mrs Mary O'ROURKE

**Minister for Education,
of Ireland**

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

Belgium:

Mr P. DE KEERSMAEKER	State Secretary for European Affairs
Mr Daniel COENS	Minister for Education of the Flemish Community
Mr Yvan YLIEFF	Minister for Education of the French Community
Mr Bruno FAGNOUL	Minister for Education of the German-speaking Community

Denmark:

Mr Bertel HAARDER	Minister for Education and Research
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Germany:

Mr Jürgen MÖLLEMAN	Federal Minister for Education and Science
Mr Georg GÖLTER	Chairman of the Conference of the Ministers for Cultural Affairs of the "Länder"

Greece:

Mr Haris CARABARBOUNIS	Deputy Permanent Representative
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Spain:

Mr Javier ELORZA	Deputy Permanent Representative
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France:

Mr Robert CHAPUIS	State Secretary for Technical Education (Ministry of Education)
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Ireland:

Mrs Mary O'ROURKE	Minister for Education
Mr Frank FAHEY	Minister of State at the Department of Education with special responsibility for Youth and Sport

Italy:

Mr Sergio MATTARELLA	Minister for Education
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Luxembourg:

Mr Marc FISCHBACH	Minister for Education
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Netherlands:

Mr Jo RITZEN	Minister for Education and Science
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Portugal:

Mr Roberto CARNEIRO	Minister For Education
Mr Alberto RALHA	State Secretary for Higher Education

United Kingdom:

Mr John MacGREGOR	Secretary of State for Education and Science
Mr Robert JACKSON	Parliamentary Under-Secretary of State, Department of Education and Science

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Commission:

Mrs Vasso PAPANDEOU	Member
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**INTEGRATION OF CHILDREN AND YOUNG PEOPLE WITH DISABILITIES INTO ORDINARY SYSTEMS
OF EDUCATION MEETING WITHIN THE COUNCIL**

The Council and the Ministers meeting within the Council approved the following Resolution:

THE COUNCIL AND THE MINISTERS FOR EDUCATION MEETING WITHIN THE COUNCIL,

Being convinced that the education policy of all the Member States is evolving towards integration, in all appropriate cases, of children and young people with disabilities into ordinary systems of education, with the support as appropriate of the specialized sector and/or services in varying degrees according to each State;

Taking into account the importance which Member States attach to the integration into mainstream education of children and young people with disabilities, as stated in the Conclusions of the Council and the Ministers for Education Meeting within the Council of 14 May 1987 ⁽¹⁾, and recognizing the specific positive contribution which integration can make both to children and young people with disabilities as well as to other pupils and students in the various sectors of mainstream education;

Taking into account the various conclusions and resolutions up to 1988 which have led to the emergence of a comprehensive and coherent policy in favour of people with disabilities and the setting up of a Second European Community Action Programme in favour of People with Disabilities (HELIOS) ⁽²⁾;

Taking account of the various initiatives in education undertaken to date under the HELIOS Programme and independently of the HELIOS programme;

Being convinced of the desirability of seeking to integrate into the ordinary systems of education those pupils and students with disabilities for whom such placement is appropriate and being of the view that the actions taken to achieve this aim in the framework of the educational systems of the Member States should be more dynamic and, in particular, should ensure that provision appropriate to individual needs and of the highest quality is made available;

(1) OJ No C 211, 8.8.1987.

(2) OJ No L 140, 23.4.1988.

HEREBY ADOPT THIS RESOLUTION:

1. The Member States have agreed to intensify, where necessary, their efforts to integrate or encourage integration of pupils and students with disabilities, in all appropriate cases, into the ordinary education system, within the framework of their respective education policies and taking due account of their respective education systems.
2. Full integration into the system of mainstream education should be considered as a first option in all appropriate cases, and all education establishments should be in a position to respond to the needs of pupils and students with disabilities. In this context links should be developed and fostered between the family, the school, the community, leisure activities and the world of work. Educational provision of the best possible quality for pupils with disabilities in mainstream education must be considered as an important and integral part of the promotion of the integration and of the autonomy of people with disabilities.
3. The work of special schools and centres for children and young people with disabilities should be seen as complementary to the work of the ordinary education systems. It should take due account of the individual needs of the children, young people and their parents, as well as of educational choices made on the basis of full information about the available options.
4. In addition the skills and teaching methods developed in special education should be at the disposal of mainstream education for the benefit of the children and young people with special needs who are educated there.
5. To promote the integration of children and young people with disabilities into the various sectors of mainstream education and so contribute to their acquiring autonomy and independence, co-operation between all the bodies with an interest in and involvement with children and young people with disabilities should be encouraged, whether these bodies represent school education, preparation for work, leisure activities, health, (including psychological and paramedical assistance) or the social services.
6. Increasing use should be made of the educational potential of new technology (computer assisted education, word processing, development and use of educational software, special adaptations, information technology and communication with the aid of computers in the learning environment) to aid communication and the development of language skills.

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7. The Council and the Ministers for Education recognize that achieving improved school integration requires a particular effort in education and consider it necessary, in the context of the report called for by July 1992, in Article 8 of the Decision of 18 April 1988 on the HELIOS Programme, also to report on the measures they have taken and the progress which they have made to:

(i) facilitate the integration of children and young people with disabilities into mainstream education with particular reference to the following areas:

- the initial and in-service training of teachers in the area of special needs;
- the participation of families and social and community agencies;
- the allocation of available resources for education;
- the most comprehensive possible support for the global needs of the child and adolescent by the implementation of an individual developmental, pedagogical, social and therapeutic plan;
- the creation of new resources;
- the availability of and access to suitable assessment services;
- the introduction of curricular innovations;
- the adaptation of the existing regulations and the organization of education so as to do away with structural barriers to integration;

(ii) develop the role played by specialized institutions and their teachers in promoting the development of integrated education, for example;

- by utilizing them, where they exist, as centres and resource teams for ongoing training of teachers who need more information on disability and special educational needs;
- by recruiting from them, where appropriate, peripatetic teachers to support children with disabilities in ordinary classes;
- by increasing the co-operation between mainstream schools and specialized institutions in developing special teaching programmes;
- by developing individualized programmes and teaching methods and, where necessary, other educational strategies which meet the needs of the children and young people;

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- (iii) develop active co-operation between the education services and the other services such as health services, social services etc. in preparing, promoting and ensuring continuity and consistency in the integration programme;
- (iv) encourage the formulation of comprehensive and coherent policies, with regard especially to the organization of educational provision, the supply and management of resources, the monitoring and evaluation of integration schemes and the dissemination of good practice;
- (v) overcome difficulties which curricula in mainstream education may present for children and young people with disabilities by developing individualized learning programmes and by promoting the use of new technology as an additional means of stimulating communication and learning in schools.

In the report the most significant projects and plans aimed at reinforcing the policy of integration into mainstream education systems in the Member States should be summarized. This report will be presented to the Education Committee and the Council.

Member States are invited to support the Commission in the preparation of an overall report on the implementation of the HELIOS Programme and on other developments in the integration of children and young persons with disabilities into mainstream education.

8. The Commission, in co-operation with the Education Committee and the Working Party on the educational integration of children and young people with disabilities, will ensure that all the activities and programmes which it supports in the areas of Education, Training and Youth Policy and transition to adult and working life generally endeavour to take account of the special needs of people with disabilities who wish to participate in them.

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PREPARATION OF A NEW CONVENTION CONCERNING THE EUROPEAN SCHOOLS

The Council and the Ministers meeting with the Council approved the following conclusions:

The Council and the Ministers for Education meeting within the Council, taking into account the views of the Board of Governors of the European Schools, request that a draft convention should be prepared, codifying the Statute of the European School and the Protocol concerning the creation of European Schools, signed in Luxembourg on 12 April 1957, the Additional Protocol signed in Luxembourg on 13 April 1962 and in Luxembourg on 15 December 1975, as well as the accession agreements concerning new Member States beyond the original six.

A working draft of this convention will be submitted by the Commission for examination by the Education Committee and the Permanent Representatives Committee (acting as representatives of the governments of the Member States), without prejudice to the regulations and practices existing in the Member States for the establishment of multilateral agreements. The Board of Governors of the European Schools is invited to submit any suggestions which experience in the operation of the Schools has shown to be necessary. The new convention should be finalized by an intergovernmental Conference at Ministerial level, to be held before the end of 1991 and opened for signature, with subsequent ratification by the Member States in conformity with their respective constitutional rules.

**ENHANCED TREATMENT OF EQUALITY OF EDUCATIONAL OPPORTUNITY FOR GIRLS AND BOYS IN
THE INITIAL AND IN-SERVICE TRAINING OF TEACHERS**

The Council and the Ministers meeting within the Council approved the following conclusions:

THE COUNCIL AND THE MINISTERS FOR EDUCATION, MEETING WITHIN THE COUNCIL,

Having regard to their resolutions concerned with the achievement of equal opportunity in education, particularly that of 3 June 1985 containing an action programme in this field; ⁽¹⁾

Taking into account that the Commission guidelines for education and training in the medium term (1989-1992) place the issue of equality among the main objectives of the next phase of European educational co-operation and that the conclusions of the Council and Ministers for Education of 6 October 1989 on co-operation and Community policy in the field of education in the run-up to 1993 ⁽²⁾ identify equality of access to high-quality education as one of the basic elements for achieving a Europe of training;

Recognizing that the extent to which educational systems effectively deal with issues of equality of opportunity is an important indicator of the quality of the systems themselves;

Reaffirming their commitment to the objective of achieving equality of opportunity for girls and boys in education,

Conclude that:

- teachers have a fundamental role to play in achieving that objective;
- the nature and quality of initial and in-service training of teachers is a major factor influencing the extent to which that objective can be achieved;
- there is a need in the initial and in-service training of teachers to improve their awareness of equal opportunity in education and their skill in promoting it.

(1) OJ No C 166, 6. 7.1985.

(2) OJ No C 277, 31.10.1989.

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Agree that, within the framework of the specific educational policies and taking into account the structures of each Member State:

- the competent authorities in the Member States should review the existing provision in relation to equality of educational opportunity in teacher education courses and examine, as far as is necessary, how this question could, to a greater extent, permeate the initial and in-service training of teachers or become an integrated component of such training as appropriate;
- the development of women's studies and research on gender issues in appropriate research institutions, in particular in higher education institutions, in the Member States should be encouraged and the links between those involved in such studies and research and those responsible for the training of teachers should be strengthened;
- the training of teacher trainers within the Member States on issues related to equality of educational opportunity should be a priority area, as a means of achieving the best results within the resources available;

Note that in connection with the Action Programme on Equality a pilot project of action research on equal opportunities in the initial and in-service training of teachers was established and that the results of it will be disseminated in due course;

Call on the Commission:

- to examine ways in which it can supplement and assist actions by the Member States on issues of equality of educational opportunity in the initial and in-service training of teachers;
- to arrange exchanges of information and experience between the Member States concerning examples of good practice in this field;
- to make, in collaboration with its advisory working party on equal opportunity in education, a progress report through the Education Committee to a future meeting of the Council, based inter alia on the experience of the Member States.

DISTANCE EDUCATION AND TRAINING

The Ministers held a discussion which essentially revolved around three questions contained in a Note from the Presidency:

- On the eve of the completion of the internal market and in the context of respective national educational and training policies, what should be the main objectives of the Member States in distance education and training?
- In what priority areas of distance education and training would intensified Community co-operation have a real added value?
- What practical measures of European co-operation should be promoted?

Following the exchange of views, the Council and the Ministers expressed the wish that their comments be taken into account by the Commission when preparing the communication which the Commission intended to submit to the Council at the end of the year.

EDUCATION FOR ENTERPRISE

The Council and the Ministers had an exchange of views on the basis of a Note from the Presidency.

The Ministers in particular raised the following questions:

- the possibility of incorporating the concept of "education for enterprise" in the curriculum for all second level pupils;
- whether such education should be treated as a separate subject area in curricula or on a multi-disciplinary basis;
- the possibility of Community measures which would complement and enhance initiatives by Member States in this area.

At the close of the discussion, the Council and the Ministers expressed the wish that the Commission take account of the suggestions made as regards any possible action at Community level.

TEMPUS, EUROPEAN TRAINING FOUNDATION AND GERMAN UNIFICATION

Mrs PAPANDEOU informed the Ministers of the recent adoption ⁽¹⁾ of the:

- Decision establishing the TEMPUS programme;
- Regulation establishing a European Training Foundation.

Mr MÖLLEMANN, German Minister for Education and Science, reported on the education problems in East Germany in connection with the unification process.

ERASMUS

Mrs PAPANDEOU informed the Ministers of the selection problems posed by the increasing number of applications in view of the limited financial resources. The Commissioner gave notice of the submission of a proposal aimed at extending the programme to EFTA countries as from 1992.

MUTUAL RECOGNITION OF DIPLOMAS

Mrs PAPANDEOU briefed the Ministers on the implementation of Directive 89/48/EEC on a general system for the recognition of diplomas.

(1) See Press Release, General Affairs Council on 7 May 1990, 6025/90 (Presse 55)

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OTHER BUSINESS

The Council and the Ministers meeting within the Council approved the following conclusions:

MEETINGS OF SENIOR OFFICIALS IN THE EDUCATION SECTOR

1. The Council and the Ministers for Education meeting within the Council re-emphasize the importance they attach to
 - improving mutual understanding of the various educational systems in the Community;
 - ensuring continuous comparison of education policies, ideas and experience in the Member States;
 - ensuring that educational reforms within Member States can be designed in full awareness of the experience of other Member States;
 - the discussion of policy issues and problems which are of common concern to Member States so as to improve the quality of educational systems in the Community.
2. They reaffirm the usefulness of regular meetings at Community level between senior officials of the Member States contributing to the formulation of education policies and the Commission.
3. The Chairman for these meetings will be provided by the country holding the office of President of the Council. The Chairman will convene meetings on his own initiative or at the request of a Member State or the Commission. He shall submit, in consultation with the next two succeeding Presidencies, a draft work programme for these meetings to the Education Committee.

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4. The Council and the Ministers recognize the contribution that can be made by the EURYDICE network, as an essential instrument for improving mutual understanding of the educational systems of the Community as well as providing information for the comparison of educational developments within the Community.

Furthermore, they also recognize the contribution made by the ARION Study visits scheme for education specialists and administrators, which has enabled them to improve their knowledge of other European education systems. They agree that this scheme could include themes of common interest arising out of the meetings of senior officials.

5. The Presidency will evaluate the experience gained on the basis of these conclusions and the follow-up to the meetings and will report to the Education Committee and the Council during 1992.



Bruxelles, le 31 mai 1990

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NOTE BIO(90)161 AUX BUREAUX NATIONAUX
CC. AUX MEMBRES DU SERVICE DU PORTE-PAROLE

PREPARATION DU CONSEIL EDUCATION DU 31 MAI 1990

L'adoption d'une résolution sur l'intégration des jeunes handicapés dans l'enseignement ordinaire et des conclusions concernant l'égalité des chances en matière d'éducation dans le contexte de la formation des enseignants ainsi que des conclusions sur l'élaboration d'une nouvelle Convention concernant les Ecoles européennes. Voici en quelques mots les principaux sujets de l'ordre du jour du Conseil des Ministres de l'Education qui se réuniront le 31 mai 1990 (à partir de 10h00) à Bruxelles.

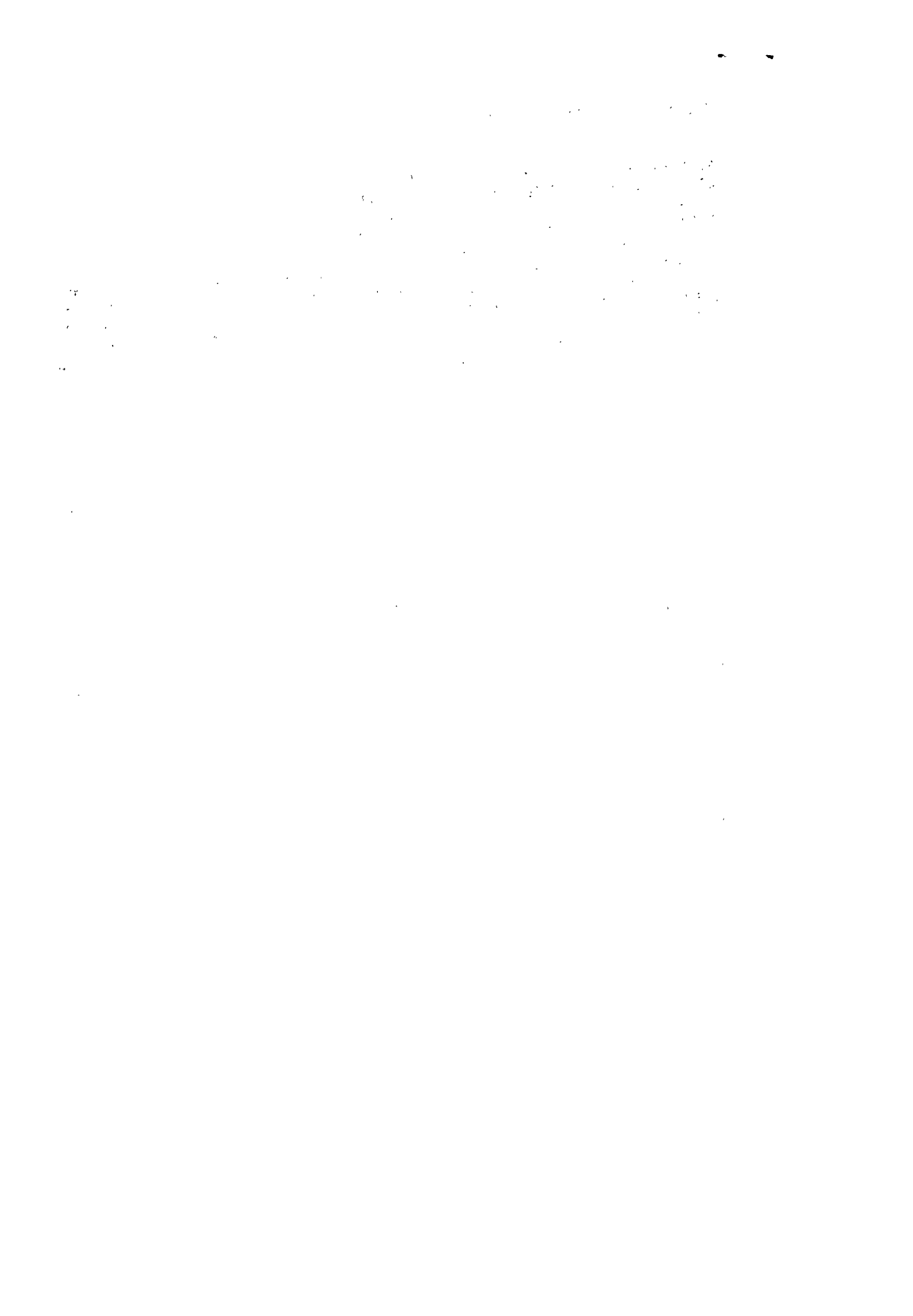
La résolution sur l'intégration des jeunes handicapés prévoit notamment la reconnaissance de la part des Ministres que l'amélioration de leur intégration scolaire nécessite un effort particulier en matière d'enseignement. Il sera aussi demandé à la Commission que le rapport que celle-ci établira sur le programme HELIOS devra indiquer également les mesures prises et les progrès réalisés dans ce domaine.

En outre des échanges de vues sont prévus, sur base de notes de la Présidence, sur l'enseignement et la formation à distance et sur la formation à l'esprit d'entreprise (apprendre à entreprendre).

Enfin, la Commission informera le Conseil du progrès de la mise en oeuvre du programme TEMPUS et de la Fondation européenne pour la formation professionnelle, de la mise en oeuvre du système général de reconnaissance des diplômes d'enseignement supérieur et du mandat de négociations pour l'ouverture du programme ERASMUS aux pays de l'AELE.

Amitiés,


C. STATHOPOULOS



Bruxelles, le 31 mai 1990

NOTE BIO(90) 161 (suite 1 et fin) AUX BUREAUX NATIONAUX
CC. AUX MEMBRES DU SERVICE DU PORTE-PAROLE

CONSEIL EDUCATION DU 31 MAI 1990


Le Conseil a adopté, comme prévu, la résolution concernant l'intégration des enfants et des jeunes affectés d'un handicap dans les systèmes d'enseignement ordinaires. Toutes les délégations ont félicité la Présidence Irlandaise de son initiative de présenter un projet de résolution sur un sujet si important. Dans son intervention Mme PAPANDREOU a rappelé que le programme communautaire HELIOS s'occupe également de la même problématique. Le programme HELIOS couvre la période 1988-1992 et avait une enveloppe financière indicative de 19 Mécus. Hors, avec l'aide du PE, les crédits disponibles s'accroissent chaque année (proposition de la Commission pour 1990 = 5,2 Mécus; le PE a augmenté les crédits pour la même année à 6,5 Mécus). La Commission s'est engagée de présenter d'ici juillet 1992 un rapport sur la mise en oeuvre d'HELIOS et a promis de prendre en considération les besoins spéciaux des personnes handicapées dans tous les programmes et activités auxquelles elle apporte son aide dans les domaines touchant à l'enseignement, à la formation, aux jeunes, etc.

Le Conseil a également approuvé des conclusions sur l'élaboration d'une nouvelle convention concernant les Ecoles européennes. L'abandon de la règle de l'unanimité au sein du Conseil supérieur et son remplacement par le vote à la majorité qualifiée améliorera la structure actuelle.

Onze Etats membres (à l'exception de UK) accepteraient aussi que les Communautés européennes deviennent parties contractantes à l'accord instituant les Ecoles européennes lors de l'élaboration d'une nouvelle convention.

Enfin, Mme PAPANDREOU a informé le Conseil de la mise en oeuvre du programme TEMPUS et de la fondation européenne pour la formation professionnelle, ainsi que du mandat de négociations pour l'ouverture du programme ERASMUS aux Etats de l'AELE.

Amitiés,


C. STATHOPOULOS

