

COUNCIL OF THE EUROPEAN COMMUNITIES  
GENERAL SECRETARIAT

**PRESS RELEASE**  
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1241st meeting of the Council  
and the Ministers for Education  
meeting within the Council

Brussels, 24 May 1988

President: Mr Jürgen MÖLLEMANN

Federal Minister for Education  
and Science  
of the Federal Republic of Germany



Luxembourg:

Mr Thierry STOLL

Deputy Permanent Representative

Netherlands:

Mr W.J. DEETMAN

Minister for Education and Science

Portugal:

Mr Roberto CARNEIRO

Minister for Education

United Kingdom:

Mr Kenneth BAKER

Minister for Education and Science

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Commission:

Mr Manuel MARIN

Vice-President

TRANSITION OF YOUNG PEOPLE FROM EDUCATION TO ADULT AND WORKING LIFE

The Council and the Ministers for Education meeting within the Council adopted the conclusions set out in Annex I.

THE EUROPEAN DIMENSION IN EDUCATION

The Council and the Ministers for Education meeting within the Council adopted the Resolution set out in Annex II.

EDUCATION ON ENVIRONMENTAL PROTECTION

The Council and the Ministers for Education meeting within the Council adopted the Resolution set out in Annex III without prejudice to any action that might be taken on the proposal for a Decision that the Commission has submitted on this matter.

MEDIUM-TERM EDUCATION PROSPECTS IN THE EUROPEAN COMMUNITY

On the basis of a Commission communication the Council and the Ministers for Education meeting within the Council held an exchange of views on the topics and areas for priority action on which education co-operation and Community actions should concentrate in the period ending 1992. They noted the Commission's intention of submitting a medium-term programme in the light of the discussion.

FOREIGN LANGUAGE TEACHING

The Council and the Ministers held an exchange of views on foreign language teaching on the basis of a Commission communication and a report by the Education Committee. They noted the Commission's intention of submitting a proposal on the matter, in the light of the discussion, in the second half of 1988.

ERASMUS - COMETT

The Council noted the two reports that the Commission submitted. It agreed to discuss in detail, at its next meeting, the experience gained from the implementation of these two programmes.

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ANNEX I

TRANSITION OF YOUNG PEOPLE FROM EDUCATION TO ADULT AND WORKING LIFE

The Council and the Ministers for Education meeting within the Council,  
referring to their Resolutions

- of 9 February 1976 comprising an action programme in the field of education;
- of 12 July 1982 and 5 December 1985 concerning measures to be taken to improve the preparation of young people for work and to facilitate their transition from education to working life;

referring to the conclusions of the joint session of the Council (Labour and Social Affairs)/Council and the Ministers for Education meeting within the Council of 3 June 1983 on the transition of young people from education to adult and working life;

referring to the Resolution of the Council of 11 July 1983 concerning vocational training policies in the Community in the 1980s;

referring to the Resolution of the Council and the Ministers for Education meeting within the Council of 19 September 1983 on measures relating to the introduction of new information technology in education;

referring to the Resolution of the Council and of the Ministers for Education of 3 June 1985 on an action programme on equal opportunities for girls and boys in education;

referring to the conclusions of the Council and of the Ministers for Education meeting within the Council of 4 June 1984, in particular Section V thereof, concerning measures to combat illiteracy;

referring to the decision of the Council (Social Affairs) of 1 December 1987 concerning an action programme on the vocational training of young people and their preparation for adult and working life; and the need for the school systems to complement and support the measures already agreed by the Council;

recalling that at their meeting on 14 May 1987,

- they drew attention to the special importance of in-service training for teachers in view of current social, technological, economic and demographic changes;
- they adopted a work programme to combat the lack of basic skills, especially illiteracy;
- they noted their common concern at the failure of a significant number of young people at school and called on the Commission to submit a communication on this problem;

observing

- the continuing high levels of youth unemployment in many parts of the European Community, and the need to reduce regional and sectoral disparities in the Community which contribute to it;
- that structural changes in the labour market, the wider and further use of new technologies and new forms of employment and career patterns, continue to make new demands on the competences and skills of young people;

- that new policy initiatives in secondary education, some of them large-scale, have been taken or are being prepared in a number of Member States, to face the challenges of the 1990s;
- the importance of a full and effective contribution by education systems to the achievement and exploitation of the internal market, as well as to the strengthening of the economic and social cohesion of the Community;
- the need to strengthen the capacity of education systems to manage and monitor innovation and change, so that these may be in a better position to respond to regional and local economic developments, as well as wider economic and social change, and to individual needs;

welcome the final report of the Commission on the second Community action programme (1982-1987) on the transition of young people from education to adult and working life;

endorse the conclusions of the Commission's final report of the second transition programme and the emphasis placed by it on the need for continuing innovation in the school systems, particularly secondary schools, and for partnership and co-operation with the world of the economy;

welcome the contribution made by the programme to making European co-operation and partnership in education a stronger reality at national, regional and local levels;



invite Member States, in accordance with their distinctive structures, to promote and develop further policies which take into account the main conclusions in the report, and in particular:

1. in the area of schools and the world of work

- to create dynamic partnerships between economic and work organizations, including the social partners, and education authorities and institutions at all levels, and especially between schools and firms in local areas;
- to develop effective work experience opportunities for all pupils, and schemes based on the concept of education for enterprise;
- to promote more active co-operation between schools and Community-based organizations, including the voluntary sector, on projects both inside and outside the school which will widen pupils' experience of adult life;
- to encourage education authorities at local and/or regional level to consider the need for co-operation structures to develop and maintain such links;
- to promote a more active role by education systems, notably at upper secondary level, in local and regional economic development, particularly in disadvantaged areas;

2. in the field of guidance

- to encourage all secondary schools to review their role in providing guidance and counselling for all their pupils, and to develop approaches to meeting pupils' needs which promote co-operation with others concerned in the guidance process;;
- to review and extend their provision of appropriate training for teachers and specialists with guidance responsibilities;
- to promote continuing guidance for school-leavers, especially those facing difficulty in entering employment or training, over a stated period (e.g. 2 years) and encourage schools to play a more active role in this field;
- to help young people to appreciate the potential of continuing education and training throughout adult life, so as to encourage them to make effective use of the opportunities available to them;

3. in regard to school failure and early drop-out

- to encourage and assist schools to review their teaching provisions for their weakest pupils, with special reference to its content, style and methods of assessment, so that these pupils can develop the full range of their abilities;
- to use the possibilities offered by learning modules, learning through practical experience, personal guidance, and the provision of facilities outside the school with a remedial/training character, to sustain, restore or enhance motivation in such pupils, and enable more of them to obtain a recongnized qualification;
- to review whether existing certification systems need to be adapted or extended so as to come nearer to the goal of giving recognition to the achievement of all pupils;

4. in the field of in-service training and school development

- to promote policies which encourage schools to consider, on a regular basis, their needs for staff training, and which enable regional or national teacher training provision to respond to the need for school-based in-service training programmes;
- to enable as many teachers as possible to take part in regular in-service training;
- to relate the future development of the content of such training more closely to the school's needs in the area of contact and co-operation with the outside world; so that teachers can gain more experience outside the education system, and widen their knowledge of the guidance process, of new forms of assessment; and to assist teachers in involving parents more actively in the life of their children's school;
- to enable teachers and schools, through appropriately designed in-service training programmes, to draw more widely on cross-curricular approaches and interdisciplinary project work;
- to promote task-based working contacts between teaching staff from different types of schools in a local area, especially those in general education and vocational education and training so as to strengthen curriculum continuity, and increase awareness of vocational training opportunities on the part of secondary schools; and to develop opportunities for combining the further training of teachers of compulsory and general education with that of teachers and trainers responsible for vocational training in schools and firms;

5. in the field of gender equality

- to encourage action on the part of all schools to raise awareness among teachers, pupils and parents of the issue of gender equality and to formulate and carry out action to change teaching/learning practices, and guidance processes for pupils and their parents accordingly;
- to promote joint action and exchange of experience between schools at the local level on this issue, and co-operation between schools and their partners in training and employment, so as to concert action and policies and so as to make optimum use of staff and resources, thereby providing greater opportunities for girls to study non-traditional subjects, including the disciplines involving new information technology;
- to provide for the monitoring and evaluation of measures taken to ensure equality of opportunity, with a view to the further development of policy and the dissemination of positive experience;

6. in regard to parents' involvement

- to encourage active partnership between schools and parents, the fuller involvement of parents in the guidance process, and the schools' use of parents as a resource to support learning activities, especially those linking the school and economic world;

invite Member States and the Commission, to this end, to arrange for the final report of the Commission, and supporting documentation, to be made available to policy-makers, teacher-trainers and practitioners, so as to disseminate the European experience and conclusions as widely as possible;

consider that the following themes, which are of central importance for the transition from education to adult and working life, require further examination at European Community level;

- the possibility of closer links and new forms of co-operation between school systems and the world of the economy;
- the need for school systems to develop more effective educational counselling and advice for pupils, as a complement to and co-ordinated with vocational guidance, and to exploit the potential of the new technologies in this regard;
- the motivation and training of the teaching force to work towards greater co-operation and partnership with agencies outside schools with a view to encourage the entrepreneurial spirit of young people and their understanding of the world of work;

- the need to reduce the number of those entering the workforce without qualifications;
- the need to intensify and extend action aimed at ensuring equality of opportunity for girls and young women in education, so as to encourage them to consider the full range of choices for training and employment;
- the importance of involving parents more actively as partners with schools in support of their children's education;

invite the Commission:

- to bring forward as soon as possible proposals for specific activities, over the period 1989-1992, designed to support developments in the Member States in these areas and with the aim of enhancing the role of education systems in the economic and social life of the Member States. In this context the European network of contacts in this field, established during the second action programme, should be further exploited;
- to clarify, when making its proposals, to what extent the abovementioned themes can be treated in the framework of the Council Decision of 1 December 1987 on the training and the preparation of young people for working life.



ANNEX IITHE EUROPEAN DIMENSION IN EDUCATION

The Council and the Ministers for Education meeting within the Council,  
referring to their conclusions of 27 September 1985,

reaffirming their resolve to strengthen the European dimension in education in accordance with the "Solemn Declaration on European Union" of Stuttgart (June 1983), the conclusions of the European Council in Fontainebleau (June 1984) and the "People's Europe" report adopted at the European Council in Milan (June 1985);

considering enhanced treatment of the European dimension in education to be an element contributing to the development of the Community and achievement of the objective of creating a unified internal market by 1992;

noting the Resolution of the European Parliament adopted on 20 November 1987;

noting the report of the Education Committee;

stressing the link between improving the presence of the European dimension in education and all the activities undertaken as part of:

- the action programme on education (9 February 1976)
- the programme of pilot projects for the improvement of the transition from school to working life
- the ERASMUS, COMETT and Youth for Europe (YES) programmes;

emphasizing the particular importance for understanding among Europeans of the learning of languages of other Member States and of exchanges among young people,

HEREBY ADOPT THIS RESOLUTION:

#### I. OBJECTIVES

The purpose of this Resolution is to strengthen the European dimension in education by launching a series of concerted measures for the period 1988-1992; these measures should help to:

- strengthen in young people a sense of European identity and make clear to them the value of European civilization and of the foundations on which the European peoples intend to base their development today, that is in particular the safeguarding of the principles of democracy, social justice and respect for human rights (Copenhagen Declaration, April 1978);
- prepare young people to take part in the economic and social development of the Community and in making concrete progress towards European Union, as stipulated in the European Single Act;
- make them aware of the advantages which the Community represents, but also of the challenges it involves, in opening up an enlarged economic and social area to them;
- improve their knowledge of the Community and its Member States in their historical, cultural, economic and social aspects and bring home to them the significance of the co-operation of the Member States of the European Community with other countries of Europe and the world.

## II. ACTION

In accordance with the decision of the European Council on a People's Europe, new impulses should be given to the achievement of these objectives, involving strengthened measures both at Member States level and Community level.

### A. At the level of the Member States

Within the limits of their own specific educational policies and structures, the Member States will make every effort to implement the following measures:

#### Incorporation of the European dimension in educational systems

1. to set out in a document their current policies for incorporation of the European dimension in education and make this available to schools and other educational institutions;
2. to encourage meaningful initiatives in all sectors of education aimed at strengthening the European dimension in education;

#### School programmes and teaching

3. to include the European dimension explicitly in their school curricula in all appropriate disciplines, for example literature, languages, history, geography, social sciences, economics and the arts;

#### Teaching material

4. to make arrangements so that teaching material takes account of the common objective of promoting the European dimension;



Teacher training

5. to give greater emphasis to the European dimension in teachers' initial and in-service training. The following can contribute to achieving this objective:
- making suitable teaching material available,
  - access to documentation on the Community and its policies,
  - provision of basic information on the educational systems of the other Member States,
  - co-operation with teacher training institutions in other Member States, particularly by developing joint programmes providing for student and teacher mobility,
  - making provision in the framework of in-service training for specific activities to enhance serving teachers' awareness of the European dimension in education and give them the opportunity of keeping up-to-date with Community developments,
  - opening up, to some teachers from other Member States, certain in-service training activities, which would constitute the practical expression of belonging to Europe and a significant means of favouring the integration process;

Promotion of measures to boost contacts between pupils and teachers from different countries

6. to encourage contacts and meetings across borders between pupils and teachers from different Member States at all levels in order to give them direct experience of European integration and the realities of life in other European countries;

to use these contacts and meetings both for improving linguistic proficiency and for gaining knowledge and experience on cultural, scientific and technical matters; in this way the largest possible number of young people and teachers should be covered by these initiatives;

to encourage parents and parents' organizations to participate in organizing contacts, exchanges and visits;

to provide information and advice to schools, teachers and pupils interested in contacts, exchanges and visits abroad and to support them in the implementation of contacts and exchanges;

to examine the conditions for longer-term stays abroad by pupils and to promote such stays abroad;

Complementary measures

7. to give a new stimulus in the perspective of 1992 to the strengthening of the image of Europe in education, in the sense of the People's Europe Report, by organizing particular events: in this connection the following would appear appropriate:
- colloquia and seminars on effective ways of introducing the European dimension in education and on the use and preparation of teaching material adapted to the different levels of teaching;
  - the promotion of school initiatives and extra-curricular activities such as school twinning and the formation of "European Clubs", opening up new paths for the strengthening of the European dimension;
  - the participation of schools in activities organized as part of Europe Day (9 May);
  - the participation of schools in the European schools competition and encouragement of co-operation between competitions in the linguistic, artistic, scientific or technical fields organized in individual Member States;
  - increased co-operation between the Member States in the area of school sports.

B. At the level of the European Community

In order to back up the action of the Member States and achieve effective collaboration in this field, the Commission, assisted by the working party mentioned in paragraph 19 below, is invited:

Information exchange

8. - to promote an exchange of information on concepts and measures in the different Member States, thereby ensuring that the results of the experience acquired are known in all Member States;

Teaching material

9. - to prepare basic documentation on the Community (its institutions, aims and current tasks) for schools and teaching staff;
- to facilitate the exchange, by subjects or groups of subjects, of information on teaching material aimed at strengthening the European dimension in teaching;
  - to carry out comparative analysis of the substance and new forms of treatment of teaching material;
  - to make authors and publishers of teaching material more aware of the need to include the European dimension in their production;

Teacher training

10. to use the programme of study visits for education specialists (ARION Programme) for the aim of introducing the European dimension in education;
11. to use the possibilities offered by the ERASMUS programme for providing students training to be teachers with experience of a foreign country during their training and for intensifying co-operation between training institutions and between trainers;
12. to support co-operation by institutions of initial and further training for teachers of several Member States in the development of teaching material promoting the European dimension in education;
13. to promote each year, in the period 1989-1992, the organization of a European Summer University for trainers in order to enable them to exchange the experience acquired and to identify new ways of improving the introduction of the European dimension in teacher training;

Specific additional measures

14. to encourage co-operation and exchange of views among the national bodies responsible for the encouragement of exchanges of pupils and teachers;
15. to promote the participation of non-governmental organizations in the introduction of the European dimension in education;

16. to examine the possibilities for reinforcing the European dimension in education by using audio-visual means at European level;
17. to foster co-operation between educational research institutes and centres in the various Member States working towards the introduction of the European dimension in education, taking into account the potential contribution of the European University Institute (Florence), the College of Europe (Bruges), the European Institute of Public Administration (Maastricht) and the European schools;
18. to examine how school sport can be better used for European contact and mutual understanding and on what conditions the establishment of European school games would be possible.

#### Working Party

19. In the implementation of these tasks and to achieve effective collaboration in this field, the Commission will be assisted by a working party composed of representatives of the Member States with co-ordinating responsibilities in European dimension questions, appointed by the Commission on the proposal of the Member State concerned.

### III. REPORT ON MEASURES UNDERTAKEN

The Council and the Ministers for Education meeting within the Council invite the Education Committee to submit an initial report by 30 June 1991 on the development of measures undertaken at the level of the Member States and the Community to reinforce the European dimension in teaching.

### IV. FINANCE

Community finance for the measures referred to in Point II B and the amount thereof are to be decided on in accordance with the Community's rules and procedures.

ANNEX IIIENVIRONMENTAL EDUCATION

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

AWARE of the increasing need to protect the environment so as to improve living conditions and ensure the harmonious development of economic activities through the Community;

REAFFIRM their determination to strengthen, in accordance with the European Community environmental action programmes of 1973, 1977, 1983 and 1987, public awareness of problems relating to the conservation and improvement of the environment by means of appropriate action in the education sphere;

RECALL that in accordance with Article 130r(2) and (4) of the Treaty establishing the European Economic Community, requirements relating to the protection of the environment shall be a component of the other policies of the Community and that the Community shall take action in this field to the extent to which the common objectives can be attained better at Community level than at the level of the individual Member States;

BELIEVE that, as stated in the Resolution of the Council of the European Communities of 19 October 1987 concerning the continuation and implementation of a European Community policy and action programme on the environment (1987-1992), it is important, whilst observing the respective competences of the Community and the Member States to concentrate Community action on certain priority fields, amongst which is the promotion of education and training in environmental matters at the appropriate levels;

RECOMMEND that measures be taken, in accordance with the Resolution of the Council and the Ministers for Education meeting within the Council of 9 February 1976, comprising an action programme in the field of education, with a view to promoting closer relations between systems of education for the purpose of furthering environmental education;

CONSIDER that all sectors of education (preschool, general and vocational, higher and further education) should make a contribution to carrying out the task of environmental education;

NOTE the growing demand for staff with specialized knowledge of environmental protection matters and the consequent need to intensify and improve action in the sphere of education, vocational training and advanced education, to respond to this demand;

AGREE to establish certain principles concerning environmental education so as to promote the full development of such education throughout the Community;



POINT OUT, bearing in mind action already taken under Community environmental programmes to set up schools networks as well as action by international organizations such as OECD and UNESCO, that concepts of environmental education and measures for their implementation are being developed in all Member States and that it appears appropriate to establish a systematic exchange of information and experience in the Community;

AGREE on the need to take concrete steps for the promotion of environmental education, so that this can be intensified in a comprehensive way throughout the Community;

HEREBY ADOPT THIS RESOLUTION:

#### I. OBJECTIVE AND GUIDING PRINCIPLES

The objective of environmental education is to increase the public awareness of the problems in this field, as well as possible solutions, and to lay the foundations for a fully informed and active participation of the individual in the protection of the environment and the prudent and rational use of natural resources. For the achievement of this objective environmental education should take into account particularly the following guiding principles:

- the environment as the common heritage of mankind;
- 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;
- the need for a prudent and rational utilization of natural resources;
- the way in which each individual can, by his own behaviour, particularly as a consumer, contribute to the protection of the environment.

## II. MEASURES

The achievement of this objective and implementation of the guiding principles should be promoted both at the level of the Member States and at European Community level.

### A. Action to be taken at Member State level

Within the limits of their own specific educational policies and structures, the Member States may make every effort to implement the following measures:

- (a) Each Member State, taking account of regional particularities and in co-operation with parents, local bodies and other relevant bodies, should promote the introduction of environment education in all sectors of education, including vocational training and adult education. It would appear appropriate that its current policy on environmental education should be set out in a document and made available to schools and other educational institutions.

The document should take account of the fact that environmental education is an interdisciplinary subject of relevance to many fields of teaching.

(b) For the carrying out of these tasks, it would appear important for the relevant authorities of the Member States:

- to give consideration to the basic aims of environmental education when drawing up curricula and organizing interdisciplinary courses;
- to encourage extracurricular school activities by means of which theoretical knowledge of the environment acquired in school can be put into practice;
- to take appropriate measures to develop teachers' knowledge of environmental matters in the context of their initial and in-service training;
- to undertake specific action to provide teachers and pupils with appropriate teaching materials.

It would appear appropriate to prepare, implement and improve these priority activities with the help of pilot and research projects.

(c) Specialists who are particularly concerned with environmental problems should, through appropriate vocational training facilities, have the opportunity to acquire new knowledge or bring their knowledge in this field up-to-date. Relevant environmental content should also be introduced into initial vocational training and university training, with a view to influencing those with future professional responsibilities in a direction which is most favourable to the conservation of the environment and natural resources.

## B. Action to be taken at Community level

In order to reinforce the action of the Member States and achieve effective collaboration in this field, the Commission, assisted by a working party of representatives of Member States, appointed by the Commission on the proposal of the Member States concerned, is invited to take the following initiatives:

### (a) Exchange of information

- production of an inventory of initiatives taken in the Member States and at Community level with a view to facilitating their transposition and systematic comparison;
- organization of meetings, seminars and symposia about aims and methods of environmental education, as well as for examining the specifically European aspects;

### (b) Improvement of the documentation for teachers and pupils

- measures to place basic documentation on various Community issues in the environment sphere, as well as results of Community research programmes, at the disposal of teachers and pupils;
- organization of summer courses at European institutes of higher education for teaching specialists so as to enable them to exchange experience and identify new methods of teaching in the environment sphere;
- production of a European guide to institutes of higher education offering courses in disciplines concerned with environment problems;

(c) Incorporation of environmental education into current activities

- encouragement for initiatives by young people for young people or partnerships in the environment sphere based on the existing Community ad hoc arrangements;
- promotion of meetings between young Europeans on topics of environmental protection through the ["Youth for Europe Scheme" (YES) and the] "Exchanges between Young Workers" scheme;
- insertion of the topic "Environmental education" into the "Study visits for education specialists" (ARION) programme so as to enable a certain number of national, regional or local specialists in environment education to visit another Member State in order to exchange information and improve their work through incorporation of a European dimension;
- encouragement for co-operation between institutes of higher education operating in the environment sphere by using the opportunities offered by the ERASMUS programme to promote the mobility of students and European teaching staff and the development of common teaching materials;

- encouragement, in the environment sphere, for co-operation between institutes of higher education and industry as regards training in new technologies by using the COMETT programme.

III. The Education Committee shall monitor implementation of the Resolution in liaison with the Working Party on the Environment.

IV. The Council and the Ministers of Education meeting within the Council invite the Education Committee to make an initial report to them within a period of two years following the adoption of this Resolution on the progress of action undertaken in the field of environmental education at Member State and Community level.

V. The decision relating to the financing by the Community of the action referred to under II.B shall be taken in accordance with the rules and procedures of the Community.

Bruxelles, le 20 mai 1988

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NOTE BIO(88) 169 AUX BUREAUX NATIONAUX  
CC. AUX MEMBRES DU SERVICE DU PORTE-PAROLE

Preparation Conseil Education (C. LIEBANA).-

Les perspectives à moyen terme de l'éducation dans la Communauté (1989-1992) et l'enseignement des langues étrangères sont les deux sujets les plus importants de l'ordre du jour du Conseil des Ministres de l'Education, qui se réunit à Bruxelles le 24 mai prochain.

Perspectives à moyen terme de l'éducation dans la Communauté (1989-1992).-

Le Conseil sera saisi de la communication de la Commission concernant les perspectives à moyen terme pour les quatre années à venir (Voir notre IP(88) 284) ainsi que d'une note de la Présidence posant aux Ministres la question de savoir quelles sont les priorités de l'action communautaire pour la période allant jusqu'à 1992. La Présidence voudrait que le Conseil invite la Commission, sur la base de sa communication et de l'échange de vues intervenu, à présenter une proposition concernant l'établissement d'un programme à moyen terme pour la période en question.

L'enseignement des langues étrangères.-

Le Conseil sera saisi de la communication de la Commission concernant l'enseignement des langues étrangères (Voir notre IP(88) 217) et d'un rapport établi par le Comité de l'Education sur les activités entreprises pendant les années 1984 à 1987. L'échange de vues au sein du Conseil devrait fournir à la Commission des orientations lui permettant de saisir le Conseil de propositions concrètes avant la fin 1988.

Les autres points de l'ordre du jour du Conseil sont :

Le passage des jeunes de l'éducation à la vie active.-

La Commission a présenté en décembre 1987 un rapport final sur le deuxième programme d'action communautaire (1982-1987). Le Conseil sera saisi d'un projet de conclusions qui reprend celles de la Commission et invite celle-ci à faire des propositions concernant des activités spécifiques pour la période 1989-1992. En faisant ses propositions, la Commission devrait tenir compte de la décision du Conseil des Ministres des Affaires Sociales du premier décembre 1987 sur la formation professionnelle des jeunes et leur préparation à la vie active.

La dimension européenne dans l'éducation.-

La notion de "dimension européenne" dans l'éducation apparaît pour la première fois dans la résolution du Conseil des Ministres de l'Education du 9 février 1976. Depuis lors, le Conseil a réaffirmé à plusieurs reprises cette notion. Le dernier texte en

date est celui des conclusions du Conseil du 27 septembre 1985.

Le Comité de l'Education a élaboré un rapport sur les mesures prises en vue de favoriser la dimension européenne dans l'éducation. Sur la base de ce rapport, le Comité a préparé un nouveau projet de résolution du Conseil, qui prévoit la mise en place d'une première série de mesures pour promouvoir la dimension européenne dans les programmes scolaires, impliquant la formation des enseignants et la préparation de modules spéciaux de matériel pédagogique sur l'Europe, et invite la Commission à entreprendre une série d'initiatives à cet effet.

Education en matière d'environnement.-

La présidence allemande, qui attache du prix à ce que les Ministres de l'Education donnent une impulsion nouvelle aux actions déjà entreprises dans le domaine relevant de leur compétence, a présenté au Comité de l'Education un projet de résolution "mixte" - Intergouvernementale - concernant l'éducation en matière d'environnement.

La Commission, se fondant sur les objectifs nouveaux de la Communauté concernant la protection de l'environnement tels que définis par l'article 130 R du traité, vient de présenter au Conseil une proposition de décision fondée sur les dispositions du Traité. Cette proposition a pour but de définir dans le domaine de l'éducation et de la formation un ensemble cohérent de mesures destinées à contribuer d'une façon effective à la prévention des atteintes à l'environnement.

A la demande formelle de la Commission, la présidence du Conseil a inscrit la proposition de la Commission à l'ordre du jour du Conseil, tout en maintenant le projet de résolution "mixte" élaboré par le Comité de l'Education. La Commission estime que les Etats membres, lorsqu'ils sont saisis d'une proposition d'acte communautaire fondé sur un article spécifique du traité, ne peuvent l'écarter au profit d'un acte intergouvernemental sans manquer aux obligations qui leur incombent en vertu du Traité. La présidence a repris à son compte l'idée avancée par certaines délégations d'assortir l'adoption de la résolution "mixte" d'une déclaration du Conseil au procès-verbal précisant que la décision prise ne préjuge pas de l'adoption ultérieure de mesures communautaires plus contraignantes telles que proposées par la Commission.

6.- Rapports d'activités 1987 COMETT et ERASMUS.-

Le Conseil est appelé à prendre acte des rapports établis par la Commission.

Amitiés

  
C.-D. EHLERMANN



Bruxelles, le 24 mai 1988

NOTE BIO(88) 169 SUITE 1 AUX BUREAUX NATIONAUX  
CC. AUX MEMBRES DU SERVICE DU PORTE-PAROLE

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Conseil Education (C. LIEBANA).-

Le Conseil des Ministres des Affaires générales, qui se réunissait à Bruxelles parallèlement au Conseil Education, a adopté le programme communautaire "Jeunesse pour l'Europe" qui vise à stimuler et à améliorer les échanges de jeunes dans la Communauté. Le programme disposera d'un total de 18,5 millions d'ECU sur trois ans et demi, à partir du premier juillet prochain. La Commission estime que cette somme permettra le financement des échanges de quelque 25.000 à 30.000 jeunes européens âgés de 15 à 25 ans.

En ce qui concerne le Conseil Education, voici les résultats de ses débats :

Le Conseil a adopté un projet de conclusions du Conseil sur le deuxième programme d'action communautaire (1982-1987) concernant le passage des jeunes de l'éducation à la vie active. La Commission est invitée à faire des propositions concernant des activités spécifiques pour la période 1989-1992.

Ensuite, le Conseil a adopté deux projets de résolution, l'un concernant la dimension européenne dans l'éducation et l'autre relatif à l'éducation en matière d'environnement. La Commission, et certaines délégations, ont regretté que la résolution du Conseil sur la dimension européenne ne soit pas contraignante et représente un pas trop timide par rapport à la résolution que, sur le même sujet, le Conseil avait adopté en septembre 1985.

Quant à la résolution sur l'éducation en matière d'environnement, qui n'est pas contraignante et est en partie de nature intergouvernementale, elle a été adoptée avec deux déclarations, l'une du Conseil, l'autre de la Commission, qui tendent à préserver l'examen par le Conseil d'un projet de décision sur cette matière - plus contraignant et dans un cadre communautaire - que la Commission vient de présenter.

En outre, les Ministres ont eu deux débats d'orientation, l'un sur les perspectives à moyen terme dans le domaine de l'éducation et l'autre sur l'enseignement des langues étrangères. Les débats se sont faits sur la base de deux communications de la Commission et de deux rapports du Comité de l'Education. Les résultats de ces débats devraient permettre à la Commission de présenter des propositions concrètes avant la prochaine réunion des Ministres de l'Education, le 23 novembre prochain.

Amitiés

no G.H.

C.-D. EHLERMANN