

# Towards a European education policy

UNIVERSITY OF PITTSBURGH

CELESTINE GRIFFIN

**EUROPEAN  
DOCUMENTATION**

Periodical

1977/2

# Towards a European education policy

The treaties establishing the three European Communities — the European Coal and Steel Community (1951), the European Economic Community (1957) and the European Atomic Energy Community (1957) — contain no direct references to a European policy on education. What references there are to educational matters come in piecemeal form. The ECSC Treaty, for example, makes provision for the vocational retraining of workers (Article 56), the EEC Treaty for the mutual recognition of diplomas (Article 57), and the vocational training of workers (Article 118) and farmers (Article 41). The Euratom Treaty refers more directly to education by stipulating that an institution of nuclear science and technology should be set up (Article 9), but in none of the treaties are there any guidelines as to the possible objectives of a European policy on education.

Since 1951, educational structures in the nine EEC Member States have been profoundly influenced by scientific and technological progress as well as economic and social developments. Education has become a fundamental political issue and it was for this reason that EEC leaders, meeting in Bonn in 1961, discussed the possibility of setting up a Council of Education Ministers and of creating a large European university.

Their suggestions were not followed up, however, and it was only when the PREST group (Working Party on Scientific and Technical Research Policy) received its mandate in 1967 that any further initiative in the educational field was taken. The working party's task was to study ways of improving the mobility of scientific and technical personnel and of initiating cooperation between the Member States on post-graduate education. By that time, it had become obvious that if the Community wanted to keep abreast of the rest of the world in the field of research and education, then national boundaries would have to be broken down, allowing students, teachers and research workers to circulate freely (1).

In 1969, the Hague Summit Conference reaffirmed the intention of the European Heads of State and of Government to set up a European university. The same year, the French Minister Olivier Guichard proposed the setting up of an European Centre for Educational Development whose task it would be to undertake an on-going comparison of education policies in the different Member States. Meanwhile, the European Parliament was showing considerable interest in educational matters and drew up a number of reports on the subject. The Parliament's work in this field is summarized in reports by Mr Schuijt and Mr Hougardy (2).

In 1971, following a Belgian initiative, EEC Ministers of Education met for the first time and set up a committee of senior officials to submit proposals for a European education policy. The Committee had no problem in defining the spheres in which concrete action was desirable and possible but it came up against institutional difficulties. The major question to be resolved was whether the centre proposed by Mr Guichard should be a Community body or an organization attached to the Community institutions, or whether a new non-Community body should be set up. The matter remained unsettled and it was decided to wait for the accession of the new Member States before taking a decision.

With the accession in January 1973 of the United Kingdom, Denmark and Ireland to the European Communities, an important step for education was taken when Ralph Dahrendorf was appointed Commissioner responsible for education. To assist him in his task, a Directorate-General for Research, Science and Education was created. Commissioner Dahrendorf wasted no time in drawing up a 'working programme for research and education' (3) and in the same year (1973), the Commission also published a report by Professor Janne, an independent expert, entitled 'For a Community policy on education' (4).

In June 1974, the Ministers of Education of the nine Member States decided, on the basis of work carried out previously by the committee of senior officials and of a Commission action programme, to cooperate in the field of education. They agreed priority spheres for this cooperation and set up an Education Committee consisting of representatives of the Member States and of the Commission with instructions to draw up an action programme and to prepare the Ministers' future discussions. This ministerial initiative was fully supported both by the European Parliament(5) and by the EEC Economic and Social Committee(6).

The Ministers met again in December 1975 and gave the go-ahead (Council Decision of 9 February 1976) for a wide-ranging action programme to be implemented both at national and at European level. The programme is coordinated and supervised by the Education Committee, and the Commission is responsible for its implementation at Community level(7).

## **The Community action programme**

The action programme adopted by EEC Education Ministers covers six major topics.

### **Cultural and vocational training for migrant workers from EEC Member States and third countries and education for their children**

One of the basic principles of the Treaties is the free movement of labour. A growing number of EEC workers have taken advantage of this to expand their job horizons and by 1975 there were 6.2 million migrant workers in the Community. Taking into account their families, the number of migrants totalled 10 million adults and no less than 2 million children under the age of eighteen. Clearly these children pose a special educational problem and policies are now underway at Community level to ensure that they are helped to adapt to new school surroundings.

As part of the Community action programme, Education Ministers agreed to organize, on behalf of migrant workers' children, special reception classes which would include crash courses in the language, or one of the languages, of the host country. The reception classes envisaged would also provide these children with the option of tuition in their original language and culture. With this two-fold measure, the Ministers hoped to give the children of migrant workers a real chance to integrate into the educational structures of the host country, whilst making the best possible use of the linguistic and cultural heritage which these children acquire within their families. Furthermore, it has agreed that everything possible should be done to ensure that the families of migrant workers are fully informed of opportunities for social advancement offered to their children by the educational and vocational training systems of the host country.

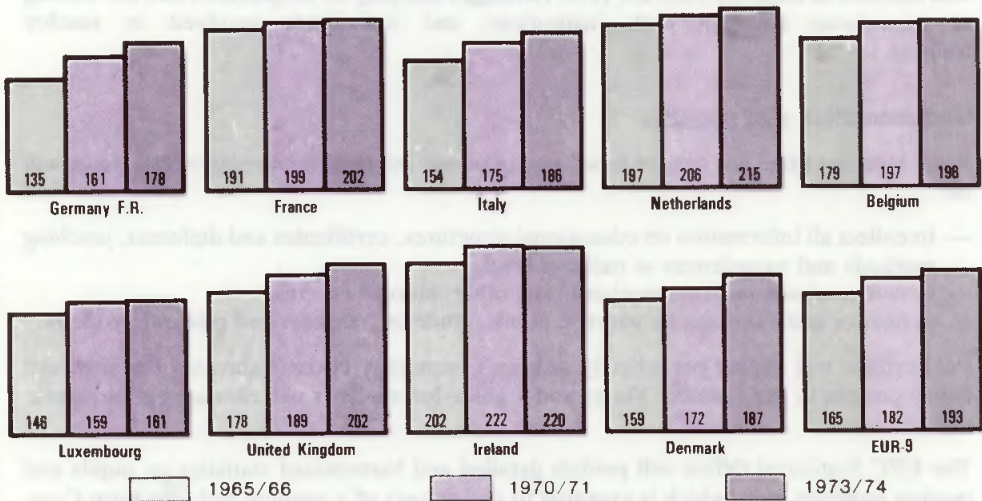


Whilst the Member States themselves are responsible for organizing these reception classes, the Commission has been instructed by the Council to set up a number of pilot schemes, studies and research projects and initiate an exchange of information between those responsible for training in the nine Member States. Since the beginning of the 1966/67 academic year, a pilot scheme has been operating in the Netherlands and another in Belgium to find a satisfactory system of receiving children of different nationalities. In the United Kingdom, as well as in France, experiments are being carried out with the teaching of their native language and culture in the normal school environment and France and Germany are also experimenting with teacher training.

On the same theme, a scientific symposium took place at the University of Ghent in May 1976 on the linguistic difficulties experienced by the children of migrant workers and, the same year, a group of experts met to study the problems raised by pre-school education, and another the difficulties connected with providing scholastic and vocational guidance for foreign children. A third looked at the lessons to be learned from the experience of the European or International Schools with regard to the education of the children of migrant workers.

Migrant workers' children are not the only ones provided for under the EEC action programme. Ministers of Education in the different Member States also intend to encourage all cultural and educational activities, and particularly the teaching of languages, with a view to promoting the vocational and cultural training of migrant workers themselves. A study will show, for example, the extent to which television and radio programmes meet, or could go further to meeting the needs of foreign workers and their families. Further measures taken within the framework of the Commission's Social Action Programme also cover the vocational training of foreign workers(8).

### PUPILS AND STUDENTS' PER 1000 INHABITANTS



\* without pre-school level

Source: EUROSTAT

## **The forging of closer links between educational systems in the Nine**

Freedom of movement within the Community can never be fully realized unless educational and occupational qualifications awarded by one Member State are recognized by the others. At the present time, problems on the employment front, together with rapid developments in scientific, technological, social and cultural spheres have put all the Member States in the position of having to re-examine their educational structures carefully and the readjustment which this will involve may well prove crucial at a Community level if Europe is to develop into one social, economic and political entity where freedom of movement for all becomes a reality.

Europe's Education Ministers have already decided to improve their own mutual awareness of the various Community education systems. Regular ministerial meetings, supplemented by the work of the Education Committee, will ensure constant comparison of policies, experiences and ideas in the education field. The Ministers have also agreed to give a more European dimension to education at all levels by making it possible for administrators in education to visit other Member States. Those responsible for teacher training establishments will thus be able to compare views and experiences and teachers, especially language teachers, will have the opportunity to visit other countries and attend courses there. Groups of pupils will also be able to visit other Member States.

Teacher mobility at nursery, primary and secondary level is accepted in principle. A study is to be carried out into ways in which teachers can carry on their work in different Member States. Another study will examine the value and the possibilities of creating European or international-type establishments which would have their own syllabus and where classes would be conducted in several languages.

Student mobility will be facilitated by the introduction of a European student 'pass' which will give precise details of study periods carried out in different countries.

It is worth recalling here that the 'Association for the training of teachers in Europe', which was founded in Liège on June 23, 1976, envisages stepping up cooperation and the sharing of experience between both institutions and individuals involved in teacher training.

### **Documentation and statistics**

Each Member State has agreed to set up a national information service whose tasks will be:

- to collect all information on educational structures, certificates and diplomas, teaching methods and experiences at national level;
- to communicate this information to the other national centres;
- to answer questions put by parents, pupils, students, teachers and research workers.

Publications will appear periodically to keep Community citizens abreast of educational developments in the Member States and a guide for students will also appear at regular intervals.

The EEC Statistical Office will publish detailed and harmonized statistics on pupils and teacher numbers, data which is essential to the success of a medium and long-term Community policy on education.

## Cooperation in the field of higher education

These days, Community policies touch upon most of the socio-economic aspects of life in the Member States, but education has remained exclusively a national preserve. There is obviously no question of harmonizing European educational systems which have evolved in very different directions throughout the Nine. In the field of higher education, however, the ideals of the European Community imply some kind of training for students which would give them complete professional mobility throughout the Community. What is needed is greater student mobility.

Furthermore, although individually, nine small European countries may not have the means to participate fully in every sphere of research, technology and higher education, as a Community, they undoubtedly have a contribution to make. With their resources pooled, they are more likely to be able to keep Community industry on a equal footing with that of the super-powers.

The Education Committee has not yet been able to give an overall response to all the problems raised by the possibility of cooperation in the field of higher education and research. It hopes, however, in its initial series of measures to organize effective cooperation between all the Community's institutions of higher education. The autonomy of these institutions requires that they themselves make or intensify contacts with their counterparts in other Member States and Community participation would therefore be limited to providing financial and other encouragement to the development of these links by administrators, teachers and research workers to institutions in other countries.

This 'universitas universitarum' is vital if the European ideal is to succeed and can be brought about only through contacts between the people involved in education, as well as between institutions. Also to be examined will be the means by which university departments or leading schools in the various Member States could undertake jointly research or teaching programmes, in which researchers or students from other Member States could participate. In 1976 a first joint study programme between higher centres of learning in the Member States was launched by the Commission.

A second series of measures involves student and teacher mobility. Europe's scientific community is made up of students, research workers and teachers who, if they are to become a cohesive body, must be enabled to break down the present national barriers between them. The Commission has therefore undertaken a study, in cooperation with the Council of Europe, on the mobility problems of students, teachers and research workers in Europe. It has also asked the European Cultural Foundation to carry out a study on student mobility. A study by Professor Rouche on the postgraduate training of scientists is already completed (1) and together, these studies will form a basis upon which to draw up concrete proposals to make mobility for teachers, research workers and students a reality.

Administrative committees will deal with the problems raised by career continuity for teachers and research workers, the calculation of seniority, protection of pension rights and rights under sickness and invalidity insurance schemes.

The admission of students to establishments of higher education in Member States other than their own will be dealt with in discussions between representatives of these establishments and of the national governments and the present situation as regards academic recognition of qualifications and periods of study will be analysed by experts. Agreements



Population by age group (1-1-1975)

(thousands)

	FR Germany	France	Italy	Netherlands	Belgium	Luxembourg	United Kingdom	Ireland	Denmark
0-4	3 493	4 225	4 323	1 056	679	21	4 039	339	361
5-9	4 927	4 219	4 587	1 203	733	25	4 549	319	396
10-14	5 064	4 248	4 542	1 224	795	26	4 585	312	389
15-19	4 460	4 152	4 025	1 163	774	27	4 102	286	370
20-24	4 269	4 350	3 877	1 124	738	28	3 899	238	377
	22 213	21 194	21 354	5 770	3 719	127	21 174	1 494	1 893

Pupils and students - School year 1974/1975

(thousands)

	FR Germany	France	Italy	Netherlands	Belgium	Luxembourg	United Kingdom	Ireland	Denmark
pre-school	1 534	2 543	1 631	516	442	9	373	132	43
primary education	4 485	4 899	4 999	1 519	975	32	5 906	411	430
lower secondary <sup>1</sup>	4 991	3 126	2 615	909	520	15	4 515	181	341
higher secondary	828	1 659	1 983	301	269	8	442	76	80
tertiary	1 007	889	894	223	152	2	497	31	99
	12 845	13 116	12 122	3 468	2 358	66	11 733	831	993

<sup>1</sup> not including special tuition

to be drawn up by politicians and representatives of higher education will establish the equivalences for admission to studies in the various disciplines and for appointing teachers and research workers.

Finally, a report will establish the extent to which scholarship and research fellowship schemes in force in the Member States may help towards the achievement of free movement of students, research workers and teachers and, if necessary will make proposals for the setting up of a Community system.

Cooperation has already taken place at a Community level on research in the fields of nuclear sciences and techniques, data processing, the environment and medical and energy research. Cooperation between the European Community and neighbouring States has been institutionalized through the activities of the COST group (Scientific and Technical Cooperation) and the European Scientific Foundation, although the full effects of this cooperation will only become apparent when mobility for scientific and technical staff becomes a reality.

### **Teaching of foreign languages**

Students, teachers and research workers who only know one language are unlikely to look for a job in higher education or research in a foreign country. Although they are already legally entitled to freedom of movement, workers find enormous difficulty in leaving their own countries and integrating into the working and social life of another Member State, but if national frontiers are really to be broken down, all Europeans must be prepared to learn one if not two foreign languages.

The Ministers did not wish to fix a date from which it would be compulsory for all children of school age to learn at least one foreign language but they did agree to do everything possible, each in his own country, to provide children with the opportunity to learn at least one other Community language during their period of compulsory schooling. In order to encourage and improve the teaching of languages, governments will organize exchanges and training periods for language teachers, as well as exchanges for pupils. The Ministers also agreed to promote language teaching outside the traditional school system and particularly as part of adult vocational training programmes. They asked the Commission to organize meetings between those responsible for language teaching.

In 1976, a group of officials examined the role of modern languages in school syllabuses and possible measures which could be taken to diversify the number of languages taught and to improve language teaching generally. In 1977, representatives of universities and adult education will deal with the problems raised by the teaching of foreign languages to people for whom languages are a part of their vocational training.

Studies carried out by the Council of Europe have highlighted the progress already made in the teaching of modern languages. Recent research and experiments have shown that any normally intelligent child is capable of acquiring an active knowledge of a foreign language. Far from diminishing the general level of knowledge, the introduction of a second active language into the school syllabus stimulates and improves knowledge of the mother tongue and makes an important contribution towards the development of intelligence and personality.



Pupils and students by level

(thousands)

		FR Germany First level 4 years	France First level 5 years	Italy First level 5 years	Netherlands First level 6 years	Belgium First level 6 years	Luxembourg First level 6 years	United Kingdom First level 6 years	Ireland First level 6 years	Denmark First level 5 years	EUR 9
First level	1965/1966	3 639.2	5 649.6	4 575.1	1 471.8	981.3	32.3	5 285.4	423.7	375.8	22 434.2
	1970/1971	4 294.5	5 147.3	4 928.7	1 529.7	1 043.7	32.2	5 881.3	427.6	389.3	23 674.3
	1971/1972	4 491.5	5 041.6	4 996.7	1 530.2	1 041.5	34.0	5 972.4	431.1	400.7	23 942.7
	1972/1973	4 523.6	4 987.1	5 043.2	1 530.8	1 005.0	32.2	5 982.0	433.2	414.1	23 951.2
	1973/1974	4 496.9	4 953.7	5 040.1	1 524.2	987.2	32.5	5 970.6	408.0	428.6	23 841.8
	1974/1975	4 484.9	4 899.1	4 998.7	1 516.8	974.7	32.5	5 905.8	410.6	430.3	23 653.2
Second level	1965/1966	3 826.7	3 303.2	3 059.6	858.9	642.0	15.5	3 687.2	140.7	336.1	15 869.9
	1970/1971	4 899.0	4 294.2	3 833.0	1 011.2	733.0	20.9	4 174.3	208.5	384.1	19 558.2
	1971/1972	5 068.4	4 514.5	4 018.1	1 068.4	764.6	21.6	4 320.1	219.8	391.7	20 387.2
	1972/1973	5 346.7	4 713.6	4 224.6	1 117.8	785.6	22.2	4 468.4	231.1	403.2	21 313.2
	1973/1974	5 621.3	4 793.7	4 425.9	1 176.0	803.0	22.7	4 876.2	241.7	416.2	22 376.7
	1974/1975	5 818.6	4 858.9	4 597.8	1 219.7	810.0	23.2	5 043.5	256.6	420.8	23 049.1
Third level	1965/1966	517.1	421.3	408.1	119.9	84.0	1.5	309.4	18.9	51.0	1 931.2
	1970/1971	683.7	764.3	687.1	177.8	124.9	2.0	456.2	26.2	78.2	3 000.4
	1971/1972	777.0	805.8	765.8	193.4	131.8	2.2	473.1	27.1	82.9	3 259.1
	1972/1973	848.4	854.7	808.9	202.2	141.0	2.3	482.3	28.6	92.0	3 460.4
	1973/1974	930.7	866.6	847.3	214.8	148.6	2.3	495.1	29.6	98.2	3 633.0
	1974/1975	1 006.6	889.0	894.5	223.4	152.1	2.5	496.8	31.0	99.0	3 794.9
Total	1965/1966	7 983.0	9 374.1	8 042.8	2 450.6	1 707.3	49.3	9 282.0	583.3	762.9	40 235.3
	1970/1971	9 877.3	10 205.8	9 448.9	2 718.8	1 901.6	55.0	10 511.9	662.3	851.6	46 233.2
	1971/1972	10 336.9	10 361.9	9 780.6	2 795.0	1 937.8	57.8	10 765.6	678.1	875.3	47 589.0
	1972/1973	10 718.6	10 555.4	10 076.7	2 850.8	1 931.6	56.7	10 932.7	692.9	909.4	48 724.8
	1973/1974	11 048.0	10 614.0	10 313.3	2 915.0	1 938.8	57.6	11 341.8	679.3	943.0	49 851.7
	1974/1975	11 309.9	10 647.0	10 491.0	2 959.9	1 936.8	58.1	11 446.0	698.1	950.1	50 496.9

The experience of the European schools and other international-type schools has shown that the second language should not just be taught *per se*, but that it should be used as the teaching medium for other subjects. A bilingual education would not only promote contacts between different linguistic communities, but would lead to the broadening of horizons in European education.

### **Equality of opportunity and the right to education**

It is generally accepted nowadays that all children, whatever their parents' financial circumstances, have a right to an education. Nonetheless, the road to true equality of opportunity is a long one and it will take more than statements of policy, however generous, to eliminate the obstacles that still face poor or handicapped children. The nine Ministers of Education have clearly stated their desire, therefore, for an exchange of views and experiences on ways and means of helping underprivileged children to overcome the deficiencies in the system.

Rapid growth in the number of women at work has led Member States to increase the number of creches available and to provide educational facilities for children as young as two years old. Consultations will be held on teaching methods and organization in nursery schools, and on the training of nursery teachers. The Member States will also try to ensure better liaison between nursery and primary education.

The methods, duration, objectives and organization of full-time compulsory education will also be the subject of consultation between the Member States. Compulsory schooling will be expected to provide every child with the opportunity to realise his personality to the full.

The restructuring of the later stages of secondary education and the vocational training of adolescents are subjects of concern in all the Member States at the moment. These days, advanced technical training involves a level of theoretical study similar to that of the years preparatory to entry into higher education. There is an urgent need for an exchange of views between those involved in traditional education and those in vocational training, so that schools can join with the institutions of vocational training in a concerted effort to help young people entering the working world. They should ensure that adolescents are aware of the forms of learning and apprenticeship open to them if they wish to continue their studies after taking up employment.

Although the Nine have agreed in theory on these general options, it is no easy task to integrate them into the various educational systems. Education systems differ widely throughout the Community and some are more centralized than others, but it must nonetheless be hoped that a solution acceptable to all can be found. It has been agreed so far that each Member State in turn will organize a symposium at which politicians, experts and scientists can exchange views on the problems involved in developing and running a system of education. Each country will develop a subject in which it has particularly valuable experience to offer its eight partners, and there will also be regional and local consultations where common experiences can be discussed. The first of these local meetings took place in November 1976 at Aarhus where a group of local and regional officials met to discuss how educational systems might better prepare young people for their entry into a working environment.

Unemployment amongst young people has reached alarming levels throughout the Member States and Education Ministers have therefore asked the Education Committee to put forward concrete proposals as soon as possible on how to help young people improve their chances of finding work. A group of experts has already helped the Commission to draw up proposals for:

- (a) the improvement, at national and local level, of links between departments responsible for education and for employment;
- (b) the improvement of scholastic and vocational guidance, particularly for young persons aged 16 to 18;
- (c) the improvement of school curricula to provide a more direct preparation for entry into the working world;
- (d) the reorganization of vocational training curricula to ensure a greater variety of skills and better preparation for further education;
- (e) special measures to be taken for young handicapped persons and migrants or for young persons living in underdeveloped regions or regions dependent on a single industry;
- (f) special measures to be taken for girls.

There are also studies underway to put new life into the exchange programme for young workers set up under Article 50 of the EEC Treaty. Such exchanges have been relatively successful amongst young farmers, but industrial workers and craftsmen have been dissuaded from taking advantage of these periods abroad through a lack of knowledge of foreign languages. In many cases also, the relevance of the different training schemes to each other was not obvious, and very often, the practice of lodging the exchange workers with local families, which worked extremely well with the young farmers, was not suited to young people in industry.

## **European studies**

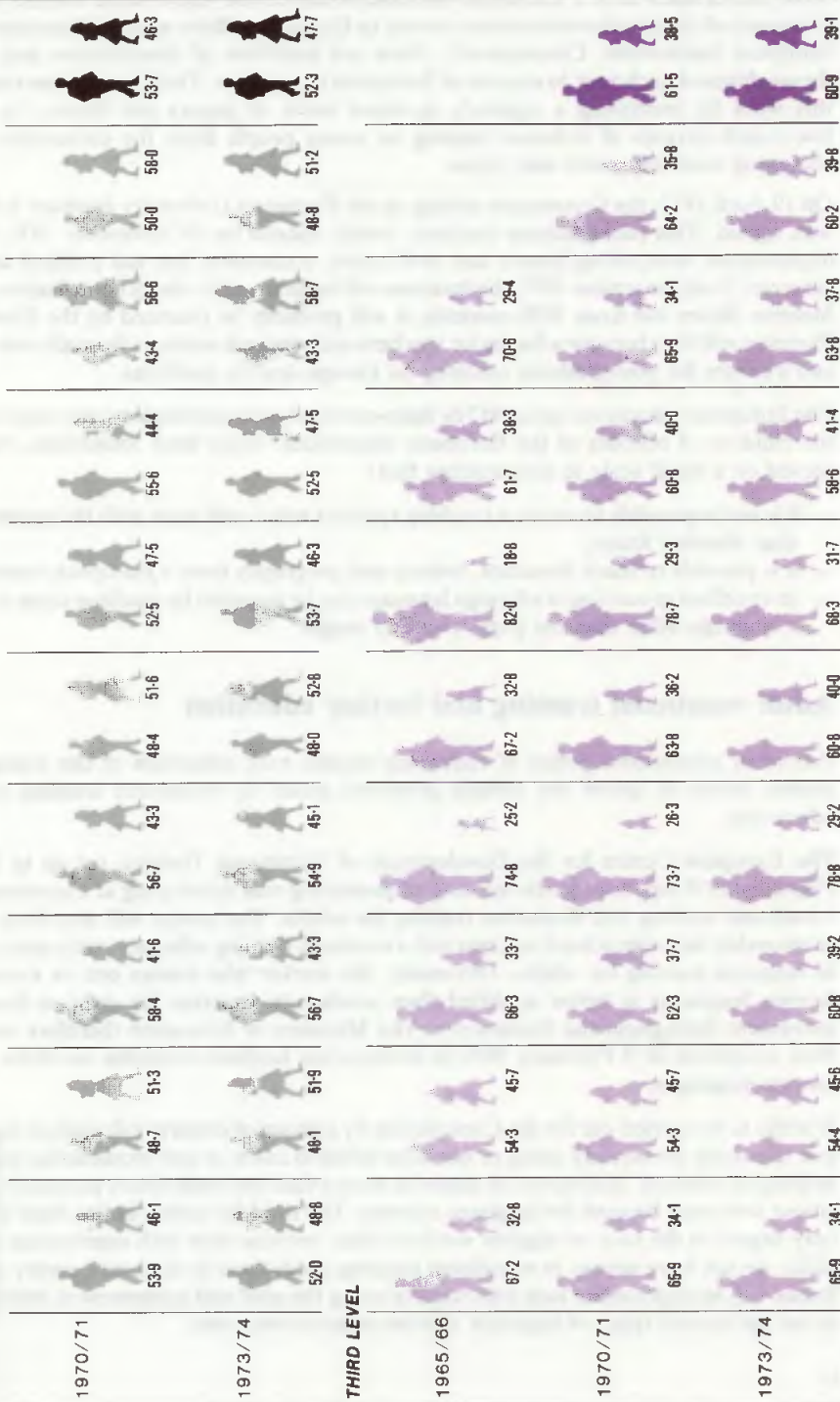
For nearly 20 years, the Commission has made use of pamphlets, film and student and teacher visits in its efforts to keep Community citizens informed of developments at European level. But however excellent the material sent out to schools, it can only be truly effective when integrated into primary or secondary school courses on European affairs. The Education Ministers therefore agreed on 9 February 1976 to encourage the introduction of European studies into school syllabuses throughout the Member States, a decision which should lead to the wider and more effective distribution of teaching material put out by the Community institutions. Similarly, student exchanges envisaged by the Ministers will be an encouragement to European studies and to the learning of foreign languages.

Several teacher associations have also decided to promote European studies. The European Schools Day, the Campaign for European Civic Education and the European Association of Teachers have had a joint liaison office since 1974. It is to be hoped that the Ministers' decision will give a new impetus to these ventures, and help to extend their means of action.



# PUPILS AND STUDENTS BY SEX (%)

## SECOND LEVEL - UPPER CYCLE



Most universities have a European documentation centre and a large number of establishments of higher education have courses in European affairs and the functioning of the European institutions. Consequently, there are hundreds of dissertations and doctoral theses devoted each year to aspects of European integration. The Commission encourages this work by publishing a regularly up-dated index of papers and theses, by offering five-month periods of in-house training to young people from the universities and by allocating research grants and prizes.

On 19 April 1972, the Convention setting up the European University Institute in Florence was signed. This post-graduate institute, which opened on 15 November 1976, has four departments, comprising history and civilization, economics, law and political and social sciences. Until December 1977, the Institute will be financed by direct contribution from the Member States but from 1978 onwards, it will probably be financed by the Community. Florence will thus become a forum for teachers and research students from all over Europe, and a centre for post-graduate teaching on Europe and its problems.

The European schools set up in 1957 by inter-governmental convention cater in principle for the children of officials of the European institutions. Since their foundation, they have served on a small scale to demonstrate that:

- it is not impossible to create a teaching syllabus which will meet with the approval of all nine Member States;
- it is possible to teach literature, history and geography from a European stand-point;
- an excellent grounding in a foreign language can be acquired by teaching some courses in a language other than the pupil's mother tongue

## **Adult vocational training and further education**

European educational policy is concerned mostly with education of the young, but it cannot afford to ignore the serious problems posed by vocational training and adult education.

The European Centre for the Development of Vocational Training set up in Berlin in February 1975 has been given the task of promoting and developing at Community level vocational training and in-service training for adults. The centre will also look into the relationship between school systems and vocational training schemes, with special regard to language training for adults. Obviously, the worker who knows one or even several foreign languages is better qualified than another to exercise his right to freedom of movement throughout the Community. The Ministers of Education therefore decided in their resolution of 9 February 1976 to develop the facilities available to adults to learn foreign languages.

A study to be carried out for the Commission by a group of experts will analyse what radio and television are already doing or could be doing to assist in and promote the teaching of languages to adults. Action will be taken to ensure that the credit hours provided for under labour laws may be used for language courses. The need for action in this field is particularly urgent in the case of migrant workers who, because they lack appropriate language skills, do not have access to vocational training institutions in the host country. Member States will be expected to look into ways of using the staff and equipment at their disposal to set up various types of language courses open to everyone.

The way in which our society has developed makes it essential that there should be close collaboration between governmental departments of education and those concerned with cultural matters. Vocational training should be an integral part of general civic and cultural training. Representatives of the trade unions, industry, professional associations and governments will therefore have to get together to decide upon complete educational structures to meet the individual's working, cultural, civic and family needs. In the hope that Community institutions will play an active part in setting up these structures, the European Parliament has asked the Commission to submit an initial dossier on the situation with regard to adult education in the Community and opportunities for action by the Community.

## The European Social Fund

The European Social Fund was set up to promote employment in the Community and also empowered to contribute towards some types of educational expenditure. It is able to offset some of the cost of special education for the children of migrant workers and to subsidize training courses for teachers dealing with these children. The Fund may also contribute towards projects involving the linguistic adjustment of migrant workers and the re-education and social re-adjustment of handicapped persons and accident victims.

The Council has recently authorized the use of Social Fund money on behalf of unemployed young persons, and in particular for the financing of training schemes involving the provision of either a completely new training, or of extra training or of a preparation for the taking up of an apprenticeship.

In conclusion, it is appropriate to quote the Economic and Social Committee's observation that 'The economic and social objectives of the Community can be attained if economic and social policies are accompanied by appropriate education policies, policies which will help assure not only the economic strength of the Member States but also a richer and fuller life for every one of their citizens. The future well-being of the Community — its standard of living and its quality of life — is dependent upon an imaginative and effective educational policy' (9).

\*  
\*       \*  
\*

On 29 November, 1976, the Ministers of Education, meeting in Council, decided on measures aimed at better preparing school-leavers for professional life and helping them make the transition from school to work (10).

The Member States undertook in particular to:

- develop curricula and teaching methods providing appropriate preparation for working life at all stages of general education and vocational training;
- promote a system of continuing educational and vocational guidance, involving the participation of parents, teachers and counsellors;



- provide continuing education and training opportunities for all young people, particularly those who finish their compulsory schooling with insufficient educational achievements or without formal qualifications;
- provide special help in the field of education for young people who, for social or economic reasons, or because of personal handicaps, are most at risk in changing employment conditions;
- strengthen consultation and coordination between the teaching profession and vocational guidance, training and placement services to facilitate the preparation of young people for their entry to working life.

At the Community level actions will be implemented up to 1980 to accompany activity at national level such as pilot projects and studies dealing with:

- the educational and training needs of young school-leavers who encounter problems in obtaining or keeping a job;
- the problems posed by the poor motivation of many young people towards study and work.

Particular attention will be paid to schemes to:

- ensure that girls have equal educational opportunities;
- help young migrants;
- promote adequate measures to deal with certain groups with special problems such as young people who are physically or mentally handicapped.

Study sessions dealing with training and vocational guidance will be organized for specialists in these fields. Seminars for teachers and people involved in teacher training dealing with the transition from school to working life will also take place. Worker and employer representatives will be invited to take part at these meetings.

## Bibliography

- (1) M. ROUCHE, E. GOETHALS, *The postgraduate training of scientists in the European Community*. Commission of the European Communities, EUR 4832 (1972)
- (2) *European Parliament*, Doc. No 246/71 and 232/71
- (3) *Working programme by Mr Dahrendorf*. Commission of the European Communities 1973
- (4) H. JANNE, *For a Community Policy on Education*. Commission of the European Communities 1973
- (5) *The European Parliament's Resolution on education in the EC*. OJ C 239 (p.15) of 20 October 1975
- (6) *Opinion of the Economic and Social Committee on education in the European Community*. OJ C 255 of 7 November 1975, p. 9-18
- (7) *Resolution of the Council and of the Ministers of Education, meeting within the Council of 9 February 1976*. OJ C 38/1 of 19 February 1976
- (8) *Action programme in favour of migrant workers and their families*. Bulletin of the European Communities, Supplement 3/76
- (9) OJ C 255 of 7 November 1975, p. 10.
- (10) *Press release on the 423rd Session of the Council on November 29, 1976*, Secretariat General of the Council of the European Communities, 1976.

### **In the same collection**

Education of migrant workers' children in the European Community  
The European Community and the energy problem  
A new regional policy for Europe  
The European Community's financial system  
The European Community and nuclear safety  
The protection of workers in multinational companies  
The European Community's external trade  
Teacher training in the European Community  
The elimination of non-tariff barriers to intra-Community trade  
The Court of Justice of the European Communities  
The European Community's competition policy  
The agricultural policy of the European Community  
The European Community and the developing countries

## **EUROPEAN COMMUNITIES - INFORMATION**

Commission of the European Communities, 200, rue de la Loi, B-1049 Bruxelles.

### *Information offices*

DUBLIN: 29 Merrion Square,  
Dublin 2, tel. 760353.

LONDON: 20 Kensington Palace Gardens,  
London W8 4 QQ, tel. 727 8090.

CARDIFF: 4 Cathedral Road,  
P.O. Box 15, Cardiff CF1 1WF,  
tel. 37 1631

EDINBURGH: 7 Alva Street,  
Edinburgh EH2 4PH,  
tel. 225 2058

OTTAWA: Association House,  
(suite 1110), 350 Sparks Street,  
Ottawa, Ont. K1R 7S8,  
tel. 238 6464

WASHINGTON: 2100 M. Street, N.W.  
Suite 707, Washington D.C. 20037-USA,  
tel. 202-872 83 50.

### *Sales offices*

IRELAND: Stationery Office,  
The Controller, Beggar's Bush, Dublin 4,  
tel. 76 5401.

UNITED KINGDOM: H.M. Stationery  
Office P.O. Box 569, London SE1 9NH,  
tel. 928 6977, ext. 365.

FB 20

DKr 3,10

DM 1,40

FF 2,50

Lit 340

Fl 1,40

£ 0,25