



COUNCIL OF THE EUROPEAN COMMUNITIES
GENERAL SECRETARIAT



PRESS RELEASE

10366/92 (Presse 224)

1624th meeting of the Council
and the Ministers for Education
meeting within the Council

Brussels, 27 November 1992

President: Mr John PATTEN, Minister for Education
of the United Kingdom

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

Belgium:

Mr M. LEBRUN

Minister for Higher Education, Scientific Research and International Relations of the French-speaking Community

Mr Bernard GENTGES

Minister for Education for the German-speaking Community

Mr Luc VAN DEN BOSSCHE

Minister for Education and the Civil Service for the Flemish Community

Denmark:

Mr Bertel HAARDER

Minister for Education and Research

Germany:

Mr Rainer ORTLEB

Federal Minister for Education and Science

Mr Dieter BREITENBACH

Minister for Science and Culture of the Saarland

Greece:

Mr Vassilios BEKIRIS

State Secretary for Education

Spain:

Mr Alfredo PÉREZ RUBALCABA

Minister for Education and Science

France:

Mr Pierre SELLAL

Deputy Permanent Representative

Ireland:

Mr Eamonn RYAN

Deputy Permanent Representative

Italy:

Mr Rocco Antonio CANGELOSI

Deputy Permanent Representative

Luxembourg:

Mr Jim CLOOS

Deputy Permanent Representative

Netherlands:

Mr J.O. RITZEN

Minister for Education

Portugal:

Mr António COUTO DOS SANTOS

Minister for Education

United Kingdom:

Mr John PATTEN

Minister for Education

Mr Nigel FOREMAN

Parliamentary Under-Secretary of State for Education

Lord James DOUGLAS-HAMILTON

Parliamentary Under-Secretary of State, Scottish Office

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Commission:

Mrs Vasso PAPANDREOU

Member

TEMPUS II

The Council held a policy debate on the proposal for a Decision on the second phase of the Trans-European Mobility Scheme for University Studies (TEMPUS II).

At the close of the debate, the President concluded that:

- there was agreement on continuing the TEMPUS programme for four years;
- there was a broad agreement in favour of extending the programme to the countries of the former Soviet Union (which receive aid under the TACIS programme) or to some of those countries, taking account of the differing circumstances;
- the two objectives proposed in the programme, namely the educational objective relating to the reform of higher education and the economic objective to address manpower and skill shortage were complementary, and that consideration could be given to concentrating on subjects within these objectives;
- the Joint European Project should continue to be the motor of the programme;
- Ministers considered that a Management Committee should be set up within a light legislative framework;
- there should be maximum synergy between the various Community programmes in higher education;
- TEMPUS II should neither replace nor duplicate existing bilateral and multilateral programmes.

The Council instructed the Permanent Representatives Committee to continue proceedings on this proposal for a Decision so that it could be adopted as soon as possible the following year.

MEASURES FOR DEVELOPING THE EUROPEAN DIMENSION IN HIGHER EDUCATION

The Council and Ministers adopted the conclusions set out below on measures for developing the European dimension in Higher Education. They also carried out a preliminary round of comments on the consultations begun in the Member States concerning the Commission's Memorandum on Higher Education in the Community.

CONCLUSIONS

- "1. The Council and the Ministers for Education meeting within the Council welcome the prominence given in the Commission's Memorandum on Higher Education in the European Community to the need for a European dimension in higher education. Without prejudicing current discussions on the Memorandum in the Member States, these conclusions aim to identify some areas of special concern for the further development of the European dimension in higher education.

2. Any measures to this end can build on the tradition of a European and international outlook in the courses of study and the research of the higher education institutions of Europe, going back to the time of their foundation. The contemporary challenge in developing the European dimension is to respond to the wish - and the need - of the institutions, the teaching staff and the students to adapt to and contribute to increasing European co-operation: higher education has to offer access to the rich diversity of European culture and languages while maintaining common European values; it has to meet rapidly changing economic and manpower demands in the European single market. A product of these efforts should be an improvement in the quality of education and research in the Community. To meet the challenge of extending the availability of a European dimension, the need now is to strengthen its integration in higher education policy and practice at all levels.

The need to complement student mobility with other measures

3. In the promotion of the European dimension in higher education a major point of focus is student mobility. In addition to Member State initiatives, particularly in frontier regions, the COMETT, ERASMUS, LINGUA, and TEMPUS

programmes have become a distinctive feature of the life of higher education institutions in the Community and beyond. Within the framework of the Community programmes, and through separate actions of their own, many Member States already make significant funding contributions to student mobility, which should be sustained and expanded as circumstances permit.

4. However, the number of students who can benefit directly from mobility programmes will be limited, in view of the many calls on scarce resources and on higher education's capacity to respond. Moreover, there are many students whose personal situation will not allow them to spend time in another European Community country. The Council and the Ministers for Education therefore consider that, side by side with student mobility, other measures should be developed; in particular at institutional level, among teaching staff and for those students not benefiting from mobility.

Synthesis report

5. The Council and the Ministers for Education invite the Commission to make a synthesis report by the end of 1993 on complementary measures for developing the European dimension in higher education, drawing together existing experience, for the purpose of providing practical suggestions on successful practice for the institutions, as well as informing Member State and Community activity. Among measures to be considered in this respect are the reinforcement of inter-institutional links, teaching staff mobility, inter-institutional collaboration over the curriculum, and the contribution of distance learning.

More detailed consideration of these measures is contained in the Annex.

Annex

DEVELOPING THE EUROPEAN DIMENSION IN HIGHER EDUCATION SPECIFIC MEASURES

1. Inter-institutional links

In order for the European dimension to be successfully integrated into the overall policies and general activities of the higher education institutions,

it is essential to secure the full commitment of those having the responsibility for running these institutions. This process will be assisted by the reinforcement and extension of institutional links at different levels of responsibility and management, in addition to the multiple links already being created between higher education institutions through the Community programmes, through joint research and in other ways. A study should be made of the most effective ways, on the basis of experience in mobility programmes and more widely within Member States, in which these inter-institutional links can be enhanced.

2. Teaching staff mobility

Complementary measures include teaching staff mobility, which has important potential for the promotion of the European dimension. Teachers are well placed to disseminate their experience to colleagues at all levels within institutions. They may readily reinforce and contribute to the development of institutional links and collaborative activity. Teaching staff mobility can be a cost-effective means of producing a sustained effect on the European awareness of institutions, and thereby bring the European dimension to a wide range of students. Emphasis in the Community programmes has been on student mobility, and the existing possibilities for reinforcing teaching staff mobility have not so far been fully exploited. Taking into account the experience gained within the framework of the EC mobility programmes and more widely within Member States, an analysis should be made of the impact of and the barriers to teaching staff mobility.

3. Inter-institutional collaboration over the curriculum

For many, be they concerned with European studies, study of European languages or other subjects having a European aspect, a broad European dimension is inherent in their activities. Special co-operation links among institutes and faculties of European studies, including the European University Institute, Florence and the College of Europe, Bruges, represent a valuable resource for the improvement of the European dimension in higher education.

The growth of mutual understanding between teaching staff and institutions in different Member States facilitates co-operation over the curriculum. This might take the form of recognition of components of courses, of modularization of courses, the development of common modules and common courses, and credit transfer. The ERASMUS programme has already made a valuable contribution to

the discussion of the possibilities of credit transfer, and an interim evaluation of the ECTS (European Community Course Credit Transfer System) is awaited with interest. A study should be made of ways of identifying and removing remaining obstacles to such curriculum co-operation.

4. The contribution of distance learning

Distance learning provides a means for bringing the European dimension to significant numbers of students. The Council and the Ministers for Education concluded at their meeting on 1 June 1992 ⁽¹⁾ that open and distance learning elements should be incorporated wherever justified into appropriate education and training programmes. There should be a study of ways in which distance learning methods can be utilized to broaden the availability of the European dimension to students."

OPEN AND DISTANCE LEARNING

The Council and Ministers adopted the following conclusions on actions on open and distance learning.

"Following the Commission Memorandum on open and distance learning, and the conference held at Coimbra under the auspices of the Portuguese Presidency, the Council and Ministers meeting within the Council on 1 June 1992 (1) confirmed their interest in receiving proposals in this area. With a view to assisting the Commission they now wish to clarify criteria for Community action in the field of open and distance learning.

Action taken by the Community in the field of open and distance learning should take into consideration the declaration of the European Council at Birmingham on 16 October 1992 and contribute especially to its development in those areas where it has yet to reach its full potential.

(1) OJ No C 151, 16.6.1992.

The Council and the Ministers for Education consider that Community action to support Member States and their co-operation in the field of open and distance learning should:

- (a) aim to facilitate co-operation between organizations and institutions in the field, based on the sharing of information and good practice;
- (b) respond to the need to enhance the skills of teachers, trainers and managers in the techniques of open and distance learning and facilitate the exchange of experience and good practice between Member States in this area;
- (c) emphasize the importance of quality as an integral element of the proposed action, including the need for adequate tutorial and other student support services, and provision of accurate information to students including information on accreditation and recognition of qualifications;
- (d) be developed in consultation with Member States, paying attention also to the views of user groups, providers and transnational associations active in the field;
- (e) be developed with regard to the potential contribution of open and distance learning methods and technologies to conventional education and training activities, ensuring that such developments complement and do not conflict with other developments in education and training in Member States;
- (f) encompass post-secondary education and training in universities and other institutions and organizations;
- (g) focus on meeting users' needs and be able to demonstrate the special contribution that the techniques used in open and distance learning can make to achieving the objectives specified.

Experience in open and distance learning has been developed nationally, as well as through the work of transnational associations active in this field and through existing EC programmes, many outside the specific education sector. The Council and the Ministers for Education invite the Commission, with the help of the group of national experts appointed by the Member States to assist it, to review and report on current achievements in this field with a view and report on current achievements in this field with a view to encouraging those which satisfy the above criteria. Particular attention should be given to the use of open and distance learning outside the scope of higher education, since these activities are least well known."

The Council and Ministers also exchanged views on the following three questions:

- the role of public and private providers of open and distance learning;
- trans-national access for users to accurate information about open and distance learning at post-secondary levels from public and private providers;
- the need for transparency of qualifications in the Community.

COMMUNITY UNITED STATES CO-OPERATION IN THE FIELD OF EDUCATION AND TRAINING

The Council and Ministers adopted the following conclusions on Community United States co-operation in the field of education and training.

- "1. The Council and the Ministers for Education note the Commission communication on the development of EC/US co-operation in the field of education and training. They welcome this opportunity to examine the possibilities for strengthening mutual co-operation in the field of education, including academic exchanges, as provided for in the Transatlantic Declaration on EC/US relations agreed by the Community and its Member States and the United States in November 1990.
2. Fruitful bilateral activities between Member States and the USA exist in the education area and particularly in higher education. Special efforts have accordingly to be made to ensure that Community co-operation with the USA will provide added value to Member States' existing co-operation.
3. The Council and the Ministers accordingly express their readiness to assist the Commission in the consideration of future action, which should:
 - take account of existing bilateral programmes;
 - be closely tied to Community policies and programmes;
 - bring balanced benefits to both the EC and US sides;
 - make the most effective use of resources and provide a specific European added value.
4. They invite the Commission as soon as possible to enter into this consideration of future action, with a view to preparing a draft agreement with the USA."

EDUCATION INFORMATION NETWORK IN THE EUROPEAN COMMUNITY (EURYDICE)

The Council and Ministers adopted the following conclusions on the education information network in the European Community (EURYDICE).

- "1. The Council and the Ministers for Education meeting within the Council, in their Resolution of 6 December 1990 on the Education information network in the European Community (EURYDICE) ⁽²⁾, requested a review of the working methods of this network. Consideration of future developments should take account of the Resolution, the recent evaluation, the interim report of 30 October 1992 by the Commission which makes proposals for short-term adaptation of the network, as well as current circumstances, namely:
 - the prospective integration of the EFTA countries into the network from 1 January 1993;
 - the evolution of qualitative and quantitative needs for information in the context of the development of co-operation in the field of education at the level of the Community.

2. In relation to the first point, the Council and the Ministers express willingness to provide appropriate assistance to the network. In connection with the second, they instruct the Education Committee to give early consideration to the Commission interim report. The Commission is invited, taking account of this consideration and when appropriate, to bring forward a proposal to the Council in which future objectives, priorities, target groups and operational methods of the EURYDICE network would be specified."

HEALTH EDUCATION IN SCHOOLS

The Council and Ministers adopted the following conclusions on health education in schools.

- "1. The Council and the Ministers for Education meeting within the Council have taken note of a communication presented to them by the Commission on the

(2) OJ No C 329, 31.12.1990.

implementation of their Resolution of 23 November 1988 ⁽³⁾ concerning health education in schools. They welcome the positive developments that have taken place in the Member States and at the level of the Community.

2. They have taken note of the conclusions of the Council of the Ministers for Health meeting within the Council of 13 November 1992 concerning health education. They welcome the interest the Ministers for Health have shown in the Commission's communication. They acknowledge that whilst health education in schools is the responsibility of the Ministers for Education, wider policies on public health are the responsibility of the Ministers for Health.
3. They recognize that, in the light of the experience gained so far, the school setting offers numerous opportunities for promoting the acquisition of personal skills and knowledge which will develop well-informed young people, equipped to choose healthy lifestyles.
4. They therefore endorse the emphasis given by the Ministers for Health to the importance of close co-operation between health and education authorities:
 - in planning effective health education in schools which reinforces and is reinforced by health education in other settings, and
 - in explaining to young people the importance of a healthy lifestyle.
5. The general principles and the lines of action set out in the 1988 Resolution of the Council and the Ministers for Education continue to be relevant. These lines of action should continue to be pursued and increased, bearing in mind:
 - the recommendations of the Commission's communication, including the need to facilitate the development and exchange of teaching curricula and materials;
 - the need to pay particular attention to education on drug misuse and road safety, and

(3) OJ No C3, 5.1.1989.

- the need to maximize cost-effectiveness within budgetary limits at the level both of the Member States and the Community.

6. As far as activities at the level of the Community are concerned, they invite the Commission to ensure full co-ordination of those aspects of its public health promotion activities that are of particular interest to the Ministers for Education.
7. The Council and the Ministers for Education welcome the co operation that the Commission has sought with international agencies such as the World Health Organization and the Council of Europe. Such co-operation should continue.
8. They invite the Commission to make a further report on activities in implementation of the 1988 Resolution by the end of 1995."

EUROPEAN SCHOOLS

The Ministers recorded agreement on the Convention defining the Statute of the European Schools and instructed the Permanent Representatives Committee to finalize the text with a view to its formal adoption.

They asked the Commission to submit a proposal for a Decision authorizing the European Communities to sign and conclude this Convention.

Finally, the Ministers welcomed the creation of an Education Subcommittee to monitor the long-term arrangements for the European Schools. They instructed the Subcommittee to submit a first report on the matter to the Education Council meeting to be held under the Danish Presidency.

OTHER DECISIONS

Agriculture

The Council adopted a Directive on the identification and registration of animals. This Directive establishes rules for the marking of animals and the keeping of registers by keepers so as to allow the holding of origin to be traced. The introduction of this system fulfils two purposes:

- monitoring movements in intra-Community trade in animals for veterinary purposes;
- monitoring the premium arrangements for bovine, ovine and caprine animals.

The Council adopted Regulations:

- establishing an integrated administration and control system for certain Community aid schemes. A system of this type has proved necessary following the reform of the CAP so as to adapt the administration and control mechanisms to the new situation and improve their effectiveness.
- amending Regulations (EEC):
 - = No 1307/92 authorizing the Member States to grant a consumption aid for butter. This Regulation is designed to maintain the option of granting national aid for butter consumption for the 1992/1993 milk year. This aid must not exceed ECU 50 per 100 kg of butter until 31 December 1992. As from 1 January 1993 this amount is reduced to ECU 25 per 100 kg.
 - = No 1785/92 on the common organization of the markets in the sugar sector. The purpose here is to extend for the period 1 January to 30 June 1993 the preferential arrangements accorded to Portugal so as to ensure continuing supplies of raw sugar to Portuguese refineries.

Relations with Romania

The Council adopted a Decision provided further medium-term financial assistance for Romania amounting to a maximum of ECU 80 million for a maximum period of seven years so as to help support that country's balance of payments and bolster its reserves.

This aid supplements the aid decided on in 1991, which amounted to ECU 375 million, and has proved necessary to help the Romanian Government's action to stabilize the Romanian economy.

Relations with the Republic of San Marino

Pending completion of the ratification procedures for the Trade and Customs Union Agreement with the Republic of San Marino signed on 16 December 1991 (see press release 10392/91 Presse 248), the Council approved an interim agreement designed to implement in advance the trade provisions of that Agreement.

The interim agreement was signed and the Decision concluding it adopted on the same day. Since the necessary procedures have been completed by both Contracting Parties, the interim agreement will enter into force on 1 December 1992.

Fisheries

The Council approved an Agreement in the form of an Exchange of Letters concerning the provisional application of the Protocol setting out the fishing rights and financial compensation provided for in the Agreement between the Community and Senegal on fishing off the coast of Senegal for the period from 2 October 1992 to 1 October 1994.

Under the Protocol, initialled on 1 October 1992, Community fishermen will retain their fishing opportunities in the waters over which Senegal has sovereignty or jurisdiction.

EEC/Austria Transit Agreement

Since the European Parliament had delivered its Opinion, the Council formally adopted the Decision on the conclusion of the Agreement between the Community and Austria on the transit of goods by road and rail.

This Agreement, for duration of twelve years, is designed to strengthen co-operation between the Contracting Parties in certain transport areas, in particular transit traffic across the Alps.

To that end the Community and Austria have agreed to introduce co-ordinated measures to promote rail transport, in particular combined transport, and to improve the organization of road transport in the interests of public health and the Alpine environment by reducing pollution (ECOPOINTS system).

Co-operation between the Contracting Parties covers in particular transport infrastructures, support measures needed for the development of rail transport and combined transport, road transport arrangements and an ongoing exchange of information on the development of the respective transport policies.

The Council also adopted a Regulation on a system of distribution among Member States of Rights of Transit (ECOPOINTS) for heavy goods vehicles with a laden weight of over 7,5 tonnes registered in a Member State transiting through Austria.

For these purposes the following distribution scale will be used:

- Belgium	32.500 units
- Denmark	40.500 units
- Germany	482.500 units
- Greece	60.500 units
- Spain	1.200 units
- France	5.000 units
- Ireland	1.000 units
- Italy	510.000 units
- Luxembourg	5.000 units
- Netherlands	123.500 units
- Portugal	400 units
- United Kingdom	8.500 units
Total	1.270.600 units

A Community reserve equal to 3,34% of the total available ECOPOINTS will be allocated by the Commission, according to certain criteria, with the assistance of a Committee consisting of representatives of the Member States.

Provision is also made for the Council formally to adopt the conclusion of the Agreement between the Community and Switzerland on the transport of goods by road and rail at its meeting on Monday 30 November.

Accordingly, the two Alpine transit Agreements between the Community and Austria and Switzerland will be able to enter into force on 1 January 1993.



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BRUXELLES, LE 26 NOVEMBRE 1992

NOTE BIO(92) 301 AUX BUREAUX NATIONAUX
CC. AUX MEMBRES DU SERVICE DU PORTE-PAROLE

PREPARATION DU CONSEIL EDUCATION DU 27 NOVEMBRE 1992

LA REUNION DES MINISTRES DE L'EDUCATION, QUI AURA LIEU A BRUXELLES, LE 27 NOVEMBRE, S'ANNONCE BREVE. LE CONSEIL SERA APPELE A ADOPTER DES CONCLUSIONS ELABOREES PAR LA PRESIDENCE A LA LUMIERE DES COMMUNICATIONS DE LA COMMISSION SUR LES SUJETS SUIVANTS :

- 1) LA DIMENSION EUROPEENNE ET L'ENSEIGNEMENT SUPERIEUR (VOIR P-79 DU 13 NOVEMBRE 1991)

LE CONSEIL ADOPTERA DES CONCLUSIONS DANS LE BUT DE DEVELOPPER LA DIMENSION EUROPEENNE DANS L'ENSEIGNEMENT SUPERIEUR A LA LUMIERE DU MEMORANDUM PRESENTE PAR LA COMMISSION SUR CE MEME SUJET. CES CONCLUSIONS VISENT A IDENTIFIER CERTAINS DOMAINES QUI SE PRETENT PLUS PARTICULIEREMENT AU DEVELOPPEMENT DE LA DIMENSION EUROPEENNE DANS L'ENSEIGNEMENT SUPERIEUR. LA COMMISSION EST INVITEE A ELABORER D'ICI LA FIN DE 1993 UN RAPPORT DE SYNTHESE SUR LES MESURES PROPRES A ASSURER LE DEVELOPPEMENT DE LA DIMENSION EUROPEENNE DANS L'ENSEIGNEMENT SUPERIEUR ET DE FORMULER DES SUGGESTIONS CONCRETES A L'INTENTION DES ETABLISSEMENTS D'ENSEIGNEMENT.

- 2) ENSEIGNEMENT ET FORMATION A DISTANCE (VOIR P-82 DU 22 NOVEMBRE 1991)

LE CONSEIL EST APPELE A ADOPTER DES CONCLUSIONS Etablissant des criteres pour des actions au niveau de la communaute dans le domaine de l'enseignement ouvert et a distance.

LA COMMISSION A ESTIME QUE CES CONCLUSIONS NE PREJUGENT PAS DE LA BASE JURIDIQUE DE TOUTE INITIATIVE QUE LA COMMISSION POURRAIT

ETRE AMENE A PRENDRE EN LA MATIERE.

- 3) COOPERATION CE/ETATS-UNIS DANS LE DOMAINE DE L'EDUCATION (VOIR IP(92)375)

LE CONSEIL ET LES MINISTRES SE DECLARENT DISPOSES DANS LES

CONCLUSIONS QUI SERONT ADOPTÉES A ASSISTER LA COMMISSION DANS L'EXAMEN D' ACTIONS FUTURES QUI DEVIENNT : PRENDRE EN COMPTE LES PROGRAMMES BILATERAUX EXISTANTS, ETRE LIEES AUX POLITIQUES ET PROGRAMMES COMMUNAUTAIRES, PROCURER DES AVANTAGES EQUILIBRES AUX PARTICIPANTS, ASSURER UNE MEILLEURE UTILISATION DES RESSOURCES ET CREER UNE VALEUR AJOUTEE EUROPEENNE. LA COMMISSION EST INVITEE A ENTAMER DES QUE POSSIBLE L'EXAMEN DE CES ACTIONS FUTURES EN VUE D'ETABLIR UN PROJET D'ACCORD AVEC LES ETATS-UNIS. LA COMMISSION AVAIT PREVU UN BUDGET INITIAL DE 3 MECUS POUR 1993.

4) EURYDICE

LE CONSEIL ADOPTERA DES CONCLUSIONS CONCERNANT LE RESEAU D'INFORMATION SUR L'EDUCATION DANS LA COMMUNAUTE A LA LUMIERE NOTAMMENT DU RAPPORT INTERIMAIRE SUR LE FONCTIONNEMENT DU RESEAU PRESENTE PAR LA COMMISSION. LA COMMISSION EST INVITEE A PRESENTER AU CONSEIL UNE PROPOSITION DANS LEQUELLE SERAIT SPECIFIES POUR

L'AVENIR LES OBJECTIFS, LES PRIORITES, LES GROUPES-CIBLES ET LES METHODES OPERATIONNELLES DU RESEAU EURYDICE.

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5) EDUCATION A LA SANTE DANS LES ECOLES

LES CONCLUSIONS QUE LE CONSEIL ADOPTERA CONCERNENT L'EDUCATION A LA SANTE DANS LES ECOLES A LA LUMIERE DE LA COMMUNICATION DE LA COMMISSION CONCERNANT L'EDUCATION A LA SANTE DANS LES ECOLES. CES CONCLUSIONS INVITENT LA COMMISSION A VEILLER A LA COORDINATION INTEGRALE DES ACTIVITES EN MATIERE DE PROMOTION DE LA SANTE PUBLIQUE ET A PRESENTER UN NOUVEAU RAPPORT D'ICI FIN 1995 SUR LES ACTIVITES ENTREPRISES AU TITRE DE LA RESOLUTION DE 1988.

6) TEMPUS II (VOIR IP(92)835, 763 ET 763)

LE CONSEIL ET LES MINISTRES AURONT UN DEBAT D'ORIENTATION SUR CETTE PROPOSITION DE LA COMMISSION CONCERNANT LA DEUXIEME PHASE DU PROGRAMME TEMPUS II (PROGRAMME TRANSEUROPEEN DE COOPERATION POUR L'ENSEIGNEMENT SUPERIEUR - 1994/1998). LA PROPOSITION TIENNT COMPTE DE L'EVALUATION DE CE PREMIER PROGRAMME (PHASE PIVOTE) ET PREVOIT SON EXTENSION AUX REPUBLIQUES DE L'EX-UNION SOVIETIQUE.

TEMPUS ETAIT OUVERT EN 1990 ET 1991 A TROIS PAYS : LA TCHECOSLOVAQUIE, LA POLOGNE ET LA HONGRIE. DEPUIS 1992 PEUVENT AUSSI PARTICIPER LA ROUMANIE, LA BULGARIE, L'ALBANIE ET LES PAYS BALTES. LES CREDITS RESERVES POUR SON FINANCEMENT SONT PASSES DE 25 MECUS EN 1990 A 70,5 MECUS EN 1991 ET 98,3 MECUS EN 1992. 650 PROJETS EUROPEENS ONT ETE FINANCES QUI ONT PERMIS LA MOBILITE DE PRES DE 10.000 ENSEIGNANTS ET D'UN NOMBRE PRESQUE EQUIVALENT D'ETUDIANTS.

LE DEBAT D'ORIENTATION S'ARTICULERA AUTOUR D'UNE SERIE DE QUESTIONS. POUR L'ESSENTIEL, IL S'AGIT DE SAVOIR S'IL CONVIENT :

- D'ETENDRE LE PROGRAMME TEMPUS AUX PAYS DE L'ANCIENNE

elfax autocall-3222350136

UNION SOVIETIQUE:

- DE CLARIFIER LES OBJECTIFS DU PROGRAMME, A SAVOIR L'OBJECTIF EDUCATIF RELATIF A LA REFORME DE L'ENSEIGNEMENT SUPERIEUR ET L'OBJECTIF ECONOMIQUE CONSISTANT A ABORDER LE MANQUE DE MAIN D'OEUVRE QUALIFIEE ET DE COMPETENCES SPECIFIQUES;
- DE SE PRONONCER SUR LE CADRE LEGISLATIF DU PROGRAMME (UN CADRE SOUPLE REpondANT AUX BESOINS VARIES ET CHANGEANTS DES PAYS ELIGIBLES OU UN CADRE PLUS PRECIS ET SPECIFIQUE AFIN DE CONCENTRER L'AIDE FOURNIE ET ACCROITRE SON EFFICACITE);
- DE SE PRONONCER SUR LE TYPE DE COMITE DEVANT ASSISTER LA COMMISSION AINSI QUE SUR LE LIEN AVEC LES AUTRES PROGRAMMES DE LA COMMUNAUTE EN MATIERE D'EDUCATION.

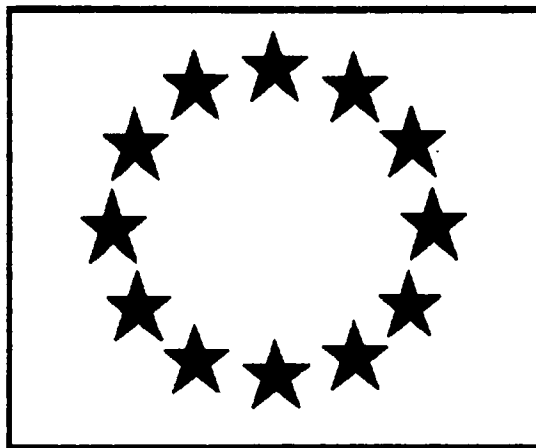
LE PARLEMENT EUROPEEN ENTEND DONNER SON AVIS EN DECEMBRE OU EN JANVIER PROCHAIN.

AMITIES,

C STATHOPOULOS

SENT BY SPP AT : FRI NOV 27 10:00:26 MET 1992

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COMMISSION DES COMMUNAUTES EUROPEENNES
COMMISSION OF THE EUROPEAN COMMUNITIES

FROM : C.E.C. - G.P.P.
TO : C.E. WASHINGTON - WASHINGTON
REF : 2332025794 - 27-11-1992 10:50

Bruxelles, le 27 novembre 1992

NOTE BIO(92) 301 -suite 1 et fin- AUX BUREAUX NATIONAUX
CC. AUX MEMBRES DU SERVICE DU PORTE-PAROLE

CONSEIL EDUCATION DU 27 NOVEMBRE 1992

Le Conseil a adopté, come prévu, des conclusions sur la dimension européenne dans l'enseignement supérieur, la formation à distance, la coopération CE/US dans le domaine de l'éducation, le réseau d'information sur l'éducation EURYDICE et l'éducation à la santé dans les écoles. Il a marqué son accord politique sur la convention concernant les Ecoles européennes et examiné la proposition de la Commission de passer à la deuxième phase du programme TEMPUS.

En ce qui concerne cette proposition, la réaction des Ministres a été largement positive. Tous ont souligné le succès de la première phase et souhaité l'adoption de la proposition lors de la Présidence danoise en début 1993. Le Conseil est d'accord d'étendre TEMPUS aux Républiques de l'ex-Union Soviétique. Il a été pourtant remarqué que la situation de l'enseignement supérieur est bien différente d'une république à l'autre, ce qui rend nécessaire une concentration géographique. Il faudrait également se concentrer sur certains sujets cruciaux de l'enseignement supérieur et plus particulièrement ceux qui concernent les réformes économiques. Les programmes conjoints de la CE devraient rester le moteur de TEMPUS, le cadre législatif devrait être léger et une synergie entre les différents programmes de la Communauté devrait être établie. Il est évident que TEMPUS II ne se substituerait pas aux liens bilatéraux existants, mais qu'il faudrait éviter des doubles emplois.

Le Président du Conseil a finalement remercié Madame PAPANDREOU pour son engagement pour la politique d'éducation lors des derniers quatre ans qui a été couronné par des succès dans différents programmes, tels que LINGUA, TEMPUS, ERASMUS, etc.

Amitiés,


C. STATHOPOULOS

